Montana's Early Learning Guidelines

What children ages three to five need to know, understand, and be able do

2004

This document was created in partnership between the **Montana Department of Public Health and Human Services/Early Childhood Services Bureau** and the **Montana Early Childhood Project**, as well as early childhood professionals, public school teachers and principals, parents, and other interested parties. For a complete listing of those involved in this document's creation, please see Acknowledgements on page 85.

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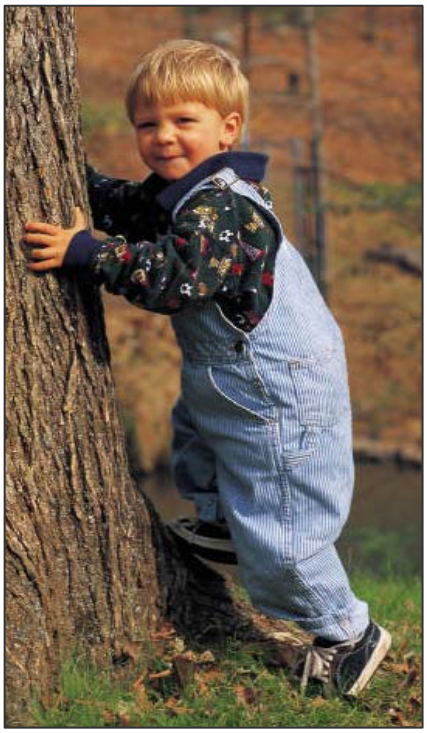
Introduction

Thank you for picking up *Montana's Early Learning Guidelines*. By showing an interest in our children's early experiences, you join a dedicated group of caring individuals who understand the importance of quality early care and education for our youngest citizens. Together, with your commitment, we can ensure a good start for all of Montana's children. We hope you find this document useful, and we encourage you to pass along the knowledge you gain here to others who want to make a difference in our children's lives.

Montana's Early Learning Guidelines reflect what children need to know, understand, and be able to do by the time they reach kindergarten. They are written to address what adults can observe in children ages 3-5, and the ways they can support a child's individual development. The Guidelines are meant to be inclusive of all children and all of the settings in which they spend time before elementary school, whether that be at home, in a child care facility, at a Head Start program, in a preschool, or in any other setting. *Montana's Early Learning Guidelines* are a voluntary set of what some may call "child outcomes:" They are meant to be used as a tool for early care and education practitioners, parents, elementary school teachers, or anyone else living and working with young children to recognize and support all children at the developmental level they exhibit. The Guidelines are not a diagnostic tool, an assessment tool, or a mandatory set of regulations.



Montana's Early Learning Guidelines are written with the concept of Developmentally Appropriate Practice as its base. Developmentally Appropriate Practice results from the process of adults making decisions about the well-being and education of children based on at least three important kinds of information or knowledge: what is known about child development and learning; what is known about the strengths, interests, and needs of each individual child; and knowledge of the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant, and respectful (NAEYC, 1996).

Knowing that development occurs at a unique pace for each individual child, the examples given to demonstrate what a child may know, understand, and be able to do are not meant to be exclusive nor exhaustive. While an adult may or may not observe some of these examples in an individual child, this does not suggest that the child is either advanced or delayed in his/her development. The examples are meant to clarify in the adult's mind what type of observable behaviors children may exhibit before they reach kindergarten. The purpose is to help the adult concentrate on ways to support optimal learning in the child.

That said, *Montana's Early Learning Guidelines* are meant to facilitate certain outcomes for children, and they aim to stay clear of other uses.

Montana's Early Learning Guidelines SHOULD be used:

- ☑ to help adults recognize the critical need to meet children's social/emotional needs, and the fact that meeting those needs serves as the basis for cognitive development
- ☑ to help adults meet children's developmental needs, including those of children with disabilities, at the level they require and in an individual capacity
- ☑ to improve quality in early care and education programs and serve as a model for teaching
- ☑ to motivate adults to learn more about child development
- ☑ to emphasize the importance of early care and education to the community
- ☑ to help child care providers, kindergarten teachers, and families recognize their own value and abilities
- ☑ to acknowledge the diverse value systems in which children learn and grow
- ☑ to help adults focus on what children CAN do and reinforce the idea that children are capable learners
- ☑ to increase the flow of information between families, early care and education providers, and elementary teachers
- ☑ to develop training and education programs for adults working and living with children

Montana's Early Learning Guidelines SHOULD NOT be used:

- ✖ as a diagnostic tool to assess a child's development
- ✖ to "push down" curriculum meant for older children to young children
- ✖ as a screening tool to determine school readiness and limit access to kindergarten
- ✖ to increase pressure on children and the adults who care for and educate them
- ✖ to justify inappropriate assessment packages
- ✖ to place increased importance on academics and move adults away from the power of play
- ✖ to suggest that preschool is more valuable than the home experience
- ✖ to evaluate early care and education programs or parenting skills
- ✖ to mandate specific curriculum or practices or serve as rules and regulations for programs to follow
- ✖ to highlight differences between the core philosophies of early childhood and elementary education
- ✖ to make decisions about funding programs

Although *Montana's Early Learning Guidelines* specifically address the needs of children ages 3-5, this does not mean to imply that a child's earliest years are not crucial in his/her preparation for elementary school. In fact, brain research has established that experiences in the first three years of life set the groundwork for a child's future social and academic success (Shore, 1997). The significance of a child's development leading up to age 3 cannot be stressed enough. In order for a child to exhibit the behaviors put forth by this document as demonstrative of healthy development, he/she must have access to good health care, supportive social and cognitive environments, and a safe, strong community (Pathways, 2002). If a strong social-emotional foundation is lacking in a child's earliest experiences, it is much more difficult for the child to concentrate on learning as he/she grows. The Task Force in charge of directing the progress of *Montana's Early Learning Guidelines* has recommended that a companion document be produced in the near future to address the specific needs of children birth to three. Until that time, there is an inherent understanding within this document that learning occurs from the moment a child is born throughout his/her entire life, and that all stages of development are important and deserve respect.

Organization of the Document

Montana's Early Learning Guidelines are organized into seven curriculum areas:

- Creative Arts
- Language and Literacy
- Mathematics and Numeracy
- Physical Development and Health
- Science
- Social-Emotional Development
- Social Studies

Although the information presented is organized by curriculum area, it is important to note that children's learning is not segmented into separate categories. Children learn all the time, and integrate their learning in each educational area into everything they do. For example, children learn about science as they mix paint for an art project; they practice physical skills during group reading time; they challenge themselves mathematically as they map out their neighborhood; and they grow socially and emotionally when engaged by themselves and with others throughout the day. Early care and education should strive to address the whole child as learning opportunities are planned and prepared. It is the intent of *Montana's Early Learning Guidelines* that the information presented functions across all three developmental domains: *cognitive, physical, and social-emotional*.

Each curriculum area section is organized in the following manner:

- ***Curriculum Area Introduction*** – an overview of the section and how learning in this area contributes to the overall education of young children.

- ***Guidelines for the Curriculum Area*** – between four and nine Guidelines are identified in each curriculum area and are numbered and titled. The Guideline itself appears in a gray box, and is sometimes accompanied by a paragraph giving further information on the subject.

- ***"You may see the child begin to…"*** – this section concentrates on a variety of behaviors that may be observed in children related to each Guideline. **This list is neither exclusive nor exhaustive**; it is only meant to clarify the Guideline by providing examples of some observable traits in children.

- ***"A child can be supported by an adult who…"*** – this section gives examples of what an adult can do to support a child's growth and development related to each Guideline. As with the previous section, this list is only meant to provide direction; there may be many other ways an adult can work with children to foster their growth and development.

- ***Scenario*** – the scenario serves to illustrate how each Guideline may appear in practice. It is hoped that the scenario will further deepen the reader's understanding of each Guideline and serve as inspiration for planning learning opportunities for children.

The Guidelines and the curriculum areas are meant to align with standards set by Montana's Office of Public Instruction (OPI) for kindergarten through twelfth grade. The Task Force consulted these standards as The Guidelines were written, but they were not the only resource used to determine what and how young children in Montana should learn. The Joint Position Statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education entitled *Early Learning Standards: Creating the Conditions for Success* makes it clear that early childhood is a unique period of life that serves as the foundation for later learning, and that this period has value in itself outside of preparation for elementary school. The Position Statement goes on to state very clearly that early learning guidelines

> *should be built forward, from their earliest beginnings, rather than being simplified versions of standards for older children. The result will be a more powerful content and more valid expectations for early learning and skill development. With this process, early learning standards do align with what comes later, but the connections are meaningful rather than mechanical and superficial* (NAEYC and NAECS/SDE, 2002).

During the process of writing *Montana's Early Learning Guidelines*, kindergarten teachers, elementary school principals, school superintendents, and representatives from OPI came together with early childhood professionals and a variety of other people interested in early learning to contribute their ideas to the document. It is hoped that both those preparing Montana's young children for elementary school and those receiving our children into their classrooms will benefit from the educational perspective of *Montana's Early Learning Guidelines*.

Guiding Principles

The following ideals were set forth by the Task Force responsible for creating *Montana's Early Learning Guidelines* and were used to guide the writing of the document. All understanding of the Guidelines and use of this important tool should be viewed in this light.

A. **Basic Needs:** All children have the right to have their basic needs met. Children rely on parents and early care and education practitioners to know what to do if their needs are not being met, or are being compromised. Research shows that general health is a critical indicator of a child's success in school (National Center for Education Statistics, 2002 and Pathways Mapping Initiative, 2002).

B. **Brain Development:** All children have the right to have their early experiences acknowledged and recognized as extremely important in their further development. Children come into the world ready to learn, actively engaging in making sense of their world from birth. The first three years of a child's life set the groundwork for a lifetime of brain development and must be taken into consideration when planning any further learning (Families and Work Institute, 1997).

C. **Child Development Expertise:** All children have the right to expect that their early care and education practitioner has a solid knowledge of child development, and continues to improve his or her practice through continuing education on the latest developments in the field. All teachers of young children need foundational knowledge in language acquisition and early literacy development, along with professional development in teaching practices that promote optimal development. Research shows that quality early care and education contributes to a child's readiness to learn, and that staff education and experience are determining factors in high quality programs (Pathways Mapping Initiative, 2002).

D. **Culture:** All children have the right to expect that their home, community, and family lives will be respected in the early care and education setting. Children's home language with their families must be respected as the basis for learning a second language. It is recognized by the National Education Goals Panel, based on research, that a child's learning is complex and is influenced by cultural and contextual factors (National Association for the Education of Young Children, 1995).

E. **Developmentally Appropriate Practice (DAP):** All children have the right to be cared for and educated in a developmentally appropriate manner. All children have the right to be treated as an individual with unique strengths, interests, and approaches to learning. Early care and education must address the "whole child" and be constantly working with each child on multiple levels. Childhood is a unique stage in human development, and must be appreciated as such (National Association for the Education of Young Children, 1997).

F. **Ethics:** All children have the right to be cared for and educated under the protection of a Code of Ethical Conduct. Early care and education practitioners should understand and follow the profession's ethical guidelines at all times, in all situations (National Association for the Education of Young Children, 1998).

G. **Family Involvement:** All children have the right to the involvement of their families in all aspects of their care and education. Families are key partners in every young child's education, and must be supported by the early care and education community. Effective communication and involvement

consistently lead to positive effects for the early development of young children (National Association for the Education of Young Children and National Association of Early Childhood Specialists in State Departments of Education, 2002). Families need access to information on what to look for in choosing quality early care and education.

H. **Inclusion:** All children have the right to the supports, resources, and services they need to participate actively and meaningfully in the early childhood setting. Early care and education must be prepared to work together with families, following parents' lead, to make referrals when children's development appears delayed, collaborate with children's IFSP/IEP teams, modify/adapt program activities and routines (make reasonable accommodations), and implement appropriate interventions within the context of the early childhood setting (DEC/NAEYC Joint Position Statement on Inclusion, 1993).

I. **Life-long Learners:** All children have the right to be supported as life-long learners. Children should be recognized as capable individuals and competent learners. They must be allowed to develop a disposition and eagerness to learn in order to find success in their learning experiences. A positive approach to learning has been shown to be a critical determinant to mastering school skills (National Center for Education Statistics, 2002).

J. **Play:** All children have the right to expect that their play is respected as a valuable learning tool. They are to have a rich learning environment in which to explore their world, and are to be exposed to a variety of experiences to help deepen their understanding. Children learn best through a combination of teacher-directed and child-initiated methods, through both guided play and open-ended activities. Play is how a child accesses the complexities of the world, and is the primary way they learn about the world around them (National Association for the Education of Young Children, 1987).

K. **Policy-Making:** All children have the right to be supported and protected by policy makers at the community, state, and national levels. Decision makers must always keep in mind the effects that their actions have on our youngest citizens (Children's Defense Fund, 2002).

L. **School Readiness:** All children have the right to expect that the public school system, specifically kindergarten classrooms, will be prepared to meet their needs. The responsibility for school readiness rests with the school, not the child (National Association for the Education of Young Children, 1995).

Creative Arts

"The creative arts are our universal language, the language of our imagination, of musicians and dancers, painters and sculptors, storytellers and poets."

(Edwards, 1997)

Through creative arts children explore and represent their ideas about the world, reveal their inner thoughts and feelings, find ways to understand themselves, enrich their world and bring beauty into it.

The creative arts allow children to integrate all curriculum areas. For example, as a child creates a clay bear he/she must: think about how a bear looks and plan how he will create this image in a three dimensional media, conquer technical dilemmas through problem solving, use math skills to determine proportion, utilize fine motor skills in implementing his plan, and learn more about science and art through exploring the properties of clay. He portrays his feelings about bears through his creation. If he is afraid of bears the clay bear might have large ferocious teeth. Creating the bear might assist him to feel some control over this fear.

Three creative arts areas are included in this section: visual arts, music, and drama. Dance and movement are included under physical development. For each area in the creative arts section there are guidelines that address appreciation, production, and elements.

Section Guide

Creative Arts Guideline 1:
Art Appreciation

Children express personal interests, ideas, and feelings through art and begin to share opinions about artwork and artistic experiences.

You may see the child begin to:

- express feelings about art.
- select different art media to express emotions or feelings.
- assert individuality by producing unique creations, such as drawing a scene that differs in color and design from the traditional.
- create meaning and make sense of the world through exposure to art and the cultures from which it emerges.
- understand differences and preferences as he/she encounters artwork.
- wonder about or ask questions about works of art.

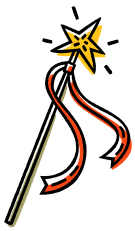
A child can be supported by an adult who:

- values each child's creative efforts.
- provides easily accessible art media and materials that are culturally responsive to the diversity of families and the community.
- asks open-ended questions and describes what he/she sees without judgment.
- brings works of art into the environment.
- demonstrates an accepting attitude toward each child's ideas
- gives recognition by exhibiting each child's work at the child's eye-level.
- views art materials as meaningful rather than messy and a waste of time.
- provides creative experiences that are well planned and executed.
- provides areas for children to place unfinished work to complete at another time.

Scenario: *Scary dogs, magic wands, and intriguing foam*

Joy maintains an area of her classroom with a variety of art material that is accessible to the children at all times. In addition to crayons, paper, glue, markers, and other traditional art materials, Joy makes an effort to provide materials that take a little more thought from the children to determine how to incorporate them into their creations. This morning, before the children arrived, she filled one of the clear, plastic art bins with irregular bits of foam donated by a local manufacturer. Throughout the morning, she keeps an eye on the art area to see what the children will think to do with the new material. This is what she overhears:

Sam: What's this?
Kelsey: I don't know. Let me have one. Ew, it's squishy!
Sam: I bet we can squish it right onto the paper. Where's the glue? I'm gonna make a scary dog with big bumps down its back.



Kelsey: No, let's get pipe cleaners. I'm gonna make a magic wand and sprinkle fairy dust on everyone!
Madison: What are you doing? What's that?
Sam: Dog fur - grrr!
Kelsey: Magic wand power!
Madison: I think it looks like my gramma's hair. Joy, do we have any blue paint? I want to draw my gramma.

Joy helps Madison pour some blue paint in a cup. She also invites Robby over to experiment with the new material. Robby has trouble focusing visually and is unable to grasp some of the traditional art implements, but is intrigued by new shapes and textures.

Joy: I see you have some different sizes of foam, Robby, and different colors, too. It seems that you are really giving this new material your full attention.
Sam: Here, Robby, do you need some glue? You can make a dog, too! Yours doesn't have to be scary, though. Some dogs are nice, aren't they Joy?
Joy: I've met some very nice dogs. Have you?
Sam: Well, some of them are scary, but if you don't know a dog very well, you should never go up to it and pet it. Then they usually leave you alone.
Joy: Yes, it's important to be careful with dogs you don't know. Thank you for sharing your glue, Sam. I'll get Robby some paper so he can make something if he wants.

Creative Arts Guideline 2:
Art Production

Children use symbols, elements such as shape, line, color, and texture, and principles such as repetition in art experiences.

You may see the child begin to:

- use different colors, surface textures, and shapes to create form and meaning.
- use objects as symbols for other things (a block represents a boat).
- decide which lines should be long or short, wavy or straight, thick or thin and what color and where on the paper.
- experiment with familiar materials in new ways, such as tearing up colored paper and gluing to a picture to create texture.
- enjoy repetition of materials and activities to further explore, manipulate, and exercise the imagination.

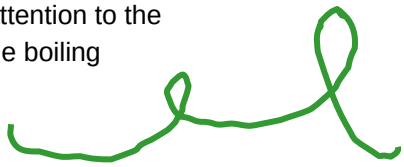
A child can be supported by an adult who:

- does not pressure the child to "make something" to account for time.
- keeps in mind that artistic expression is affected by a child's developmental stage.

- recognizes each child's current physical, emotional, and intellectual development, and plans experiences accordingly.
- makes materials available in a setting where the child can work undisturbed.
- encourages the child to experiment and discover.
- comments on lines, shapes, colors, patterns, textures, and arrangement, and leaves it to the child to talk about what it stands for and what it means to the child.
- focuses on the process, not the product.
- acknowledges that one exposure to materials is not enough and offers materials regularly over the year.

Scenario: *Lines, lines, everywhere*

Amelia and her aunt were out for a walk in the neighborhood. They came across some old fence posts and rebar that were lying on the side of the road. Amelia's aunt wondered aloud if it came from the ranch down the road, where they were fixing a corral for the horses. Amelia noticed that, while most of the fence posts were stacked in a pile, a few had fallen off and were lying across each other. "It looks just like an X!" shouted Amelia. "So it does," replied her aunt. "Look at how the posts have weathered, Amelia. Do you know why these deep lines would all be in a row?" Just then, some of the rebar caught Amelia's eye. "Look! The lines on that stuff over there go 'round and 'round and 'round!" Amelia and her aunt talked about the different lines, curves and textures they found on the fence posts and rebar for a little while longer before heading back to their trailer home. When they arrived, Amelia's aunt pulled out some paper and markers for Amelia while she began cooking dinner. Amelia drew lines and circles in different colors, using different amounts of pressure on the paper to create new textures. Amelia's aunt called her attention to the straight line of the spaghetti she was cooking. Together they watched as the boiling water turned all the straight lines into curves.



Creative Arts Guideline 3:
Art Elements

Children use different art media and materials in a variety of ways for creative expression, exploration, and sensory experience.

You may see the child begin to:

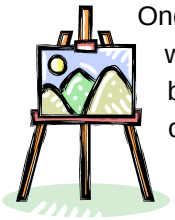
- manipulate a variety of art materials with increasing ease and confidence.
- recognize growing skill in making shapes, lines, and colors from exposure to early experiences in art.
- discover new uses for familiar materials, such as combining glue and paper to form shapes.
- develop the growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.
- use a variety of materials (crayons, paint, clay, glue, scraps of material, etc.) to create original work.

A child can be supported by an adult who:

- recognizes the importance of waiting for the child to identify a creation him/herself, rather than labeling it for the child.
- provides basic art supplies that include painting materials, drawing materials, pasting materials, sculpting and molding materials, and open-ended materials.
- provides child accessible storage and an attractive, neatly labeled work area.
- offers the child uninterrupted time to investigate and experience art in their own way.
- provides art experiences that consist of set-up, work time, and clean-up, as well as opportunities for children to access art materials throughout the day.
- allows the child use materials creatively, instead of in a prescribed way.
- respectfully displays samples of each child's artwork at the child's eye-level.

Scenario: *3-D Mountains*

Doug, a center provider, always has easels set up in the corner of the art area. As this is a popular activity with the children, they use a system of placing cards in clear pockets at the entrance to this area so that children can regulate themselves in taking turns. When a child is finished at an easel, he or she is expected to take off the smock and hang it up on a hook on the way out. The child then removes his or her card from the pocket and takes it to the next area he or she would like to work in. Other children then know that a spot is available at an easel.



One day, Doug noticed that Jeremy had left the easel without removing his smock or his card. He was about to remind him of the rules, when he saw that Jeremy had gone over to the clay storage box and was carefully picking out pieces of different colored clay. Doug decided to continue observing before stepping in. Jeremy turned around and headed back to his easel. When Doug checked back in a little while later, he saw that Jeremy had applied pieces of clay to his paper and was painting around them. When Jeremy was finished, Doug offered to set his creation aside to dry. As he did so, he told Jeremy that he had noticed that Jeremy had used the clay in a new way today. Jeremy replied that he had to use clay, because otherwise his picture wouldn't have l come out right. The other day he had been on a hike with his Dad, and the mountains were not flat at all. Doug replied that he was very glad Jeremy thought to use clay to make his picture the way he wanted.

Creative Arts Guideline 4:
Music Appreciation

Children show enjoyment of music through facial expressions, vocalizations, and various movements.

You may see the child begin to:

- smile or laugh when music is played.
- verbally express enjoyment.
- sing along to familiar songs.
- experiment with words and sounds by rhyming and making up words and song verse.

- request certain songs/finger plays, etc.
- begin to clap in rhythm.
- dance/sway/tap toes/jump/hop to music alone or with others.

A child can be supported by an adult who:

- delights in music with young children.
- makes music an integral part of the day.
- provides opportunities for children to experience a variety of music media (singing, finger plays, instruments, etc.).
- uses a variety of music (classical, jazz, children's music, music from different cultures, etc.) during various times of the day rather than continuous background noise (such as a radio).
- plays a supportive role as young children experiment and discover music.
- recognizes the individual differences reflected in each child's musical preferences.

Scenario: *A Roomful of Drums*

Jean has noticed that certain times of the day at preschool are more hectic than others. She especially feels the children have a difficult time in the transition from free time to story time. She has noticed that many of the children stop what they are doing and listen when she plays a Native American drumming CD. She decides to try playing this CD during the transition to story time. She turns on the music and observes what happens. A couple of children in the block area begin to bang blocks together to the beat. Sarah, who is playing in the activity table filled with wheat, fills a container and begins to shake it in rhythm. Jean follows the children's example, picks up a nearby toy and begins to beat it with her fingers. She starts to move around the room, and encourage the children to use whatever they are playing with as a drum. When the song is over, Jean asks the children to gather for story time and tell the group what kind of "drum" they had played. They discuss how the "instruments" made different sounds. For story time, Jean reads *Little Clancy's New Drum*. She decides to visit the library on her way home to find more books about drums and homemade instruments.

Creative Arts Guideline 5:
Music Production

Children produce vocal/instrumental music and rhythmic movements spontaneously and in imitation.

You may see the child begin to:

- produce rhythmic patterns to familiar songs.
- create his/her own alternate actions for a finger play or a familiar song.
- imitate familiar vocalizations or movements.
- spontaneously explore sounds produced by striking a variety of materials (pots and pans, wooden spoons, blocks, etc.).

- hum, sing along or move his/her body to tunes playing in the environment.
- sing favorite songs from memory.
- follow repetitive patterns of movements (clapping, marching, etc.).

A child can be supported by an adult who:

- encourages the child to create music by using voices, instruments and other sound sources.
- is positively involved as the child experiments and discovers music.
- identifies natural rhythm in the play area (clocks, squeaks, drips, bouncing balls, swaying trees).
- claps rhythmic patterns to names, poems, and nursery rhymes and invites the child to repeat or join in.
- introduces body actions to music (e.g., *Head, Shoulders, Knees, and Toes*).

Scenario: *Singing to the Baby*

Allison just got a new brother in her home. She is very curious about the baby, but knows she is not allowed to play with her brother unless an adult is supervising. Her mother is very busy adjusting to having two young children to care for. Allison no longer has her mother's constant attention, and is encouraged to find new ways to play by herself. She has become much more interested in her collection of dolls lately, as a result of the changes in her home environment. Allison's mother has supplied her with baby diapers and clothes to enhance her play. One day, as Allison's mother is hurrying past Allison's room to do the laundry, she hears a soft, rhythmic voice. As she slows down and peers into the room, she sees Allison lovingly rocking a doll and singing a lullaby. It is not a song that she has ever sung to the baby, in fact, she's never heard it before at all. Allison has made up an original lullaby in imitation of what she hears every night as the baby gets put to sleep.

Creative Arts Guideline 6:
Music Elements

Children begin to differentiate variations in tempo, dynamics, and types of sounds made by different classes of instruments (percussion, wind, and string).

You may see the child begin to:

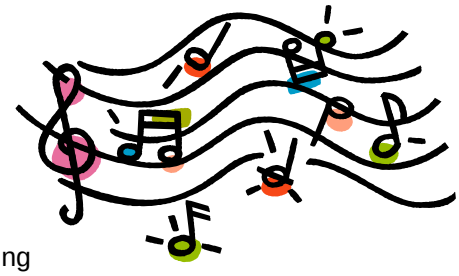
- play classroom instruments.
- moderate movements to tempo (fast/slow) and dynamics (loud/soft) of music heard.
- moderate vocalizations to tempo and dynamics of music.
- choose real or improvised instruments to play along with instrument heard.
- distinguish among the sounds of several common instruments.
- follow symbols that represent musical notes (color-coded xylophone).
- invent symbols that represent vocal and instrumental sounds, and musical ideas.

A child can be supported by an adult who:

- moves beyond feelings of embarrassment about an ordinary voice and sings with enthusiasm.
- if not musically inclined, arranges for another person to assist or uses records, tapes or CDs rather than eliminate music from the daily curriculum.
- builds a strong and varied repertoire of songs, rhythms, finger plays, poetry, and movement exercises.
- realizes that music evokes emotions and uses different types of music to help children express their feelings.
- over a period of time, teaches about the three groups of instruments (woodwinds, percussion, and strings) through repeated exposure.
- provides props that encourage rhythm and music (blocks, sticks, shakers, bells, etc.).
- provides a music center that allows children to independently explore a variety of musical activities.

Scenario: *Music in the Morning*

Kelly had always felt that music was an important part of the day for children. In her infant classroom the previous year, she enjoyed playing soft music and singing to the babies. This year, however, she is the assistant teacher in the preschool classroom, and she is feeling overwhelmed. There are many more children in the room than she is used to, and the noise and activity level drown out her quiet music. She knows that the lullabies she learned last year won't be enough for her new group of children. During a break, she heads to the resource shelf and finds a book of songs for active preschoolers. She photocopies some of her favorites and brings them to the head teacher to discuss the best ways of incorporating these songs into the children's day. The head teacher helps Kelly find a few CDs that contain some songs she has chosen. Kelly takes the material home and thinks about how to best use the new songs.



The next day, Kelly approaches a small group of children, and asks if they would like to learn a new song. A few jump up when Kelly puts on the CD and begin to act out the song with her. Pretty soon, more children join in, and she ends up repeating the song and movements multiple times. The next morning, she is surrounded by a group of children who want to do the song again. It becomes an important transition for the children after being dropped off in the morning. Kelly even notices a few children on the playground some afternoons, singing and moving to their favorite morning song, while other children hit sticks together in rhythm. Kelly has found a wonderful way to use the important aspect of music on a daily basis, and is no longer so self-conscious about introducing new songs and actions to the children.

Creative Arts Guideline 7:
Drama Appreciation

Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences. Young children enjoy telling stories through action, dialogue or both.

Further information: Drama is one of the primary ways children learn about life…about actions and consequences, about customs and beliefs, about others and themselves.

You may see the child begin to:

- perform simple actions with people or toys.
- imitate real life experiences (pretend to prepare meals, become another character, or give a baby doll a shot).
- talk on the telephone, imitating the language and expression of others.
- use dolls and other objects to act out ideas, experiences and express feelings.
- pantomime emotions.
- experiment by dressing in a variety of clothes.
- observe informal and formal performances.

A child can be supported by an adult who:

- provides props that inspire pretend play.
- values and allows time for dramatic play.
- participates in and encourages children's dramatic play.
- uses role-play to help children work through emotions.
- allows children opportunities and materials to try on a variety of adult roles (both male and female).
- provides props that reflect a variety of cultural, family and ethnic backgrounds.
- provides props that represent varying abilities (wheelchairs, crutches, and Braille books).

Scenario: *Costume Party*

After completing a study of several authors, Jenny at Enquiring Minds Pre-School plans a costume party where adults and children dress like a favorite book character. Children are anticipating this event. After story time, with Jenny verbally guiding the play (side-coaching), each child finds a "self space" (where they can move freely without touching anyone/anything). Jeremy pretends to dress in a caterpillar costume to be "the very hungry caterpillar." The children enact other events that will occur as part of the party, passing out pretend treats, eating treats, etc. Later, several of the children go to the dramatic play center. Brian puts the cowboy hat on and pretends to ride a horse. He says, "I am a cowboy and I ride horses!" Stacey also pretends to ride a horse along with Brian. Grace puts the fireman's hat on and pretends to put a fire out with hose, "I am a firefighter," she says. Mary picks up a "magic wand" and pretends to be a fairy godmother. They pantomime actions and sounds that show the characters they plan to be for the costume party.

Creative Arts Guideline 8:
Drama Production

Children create and direct complex scenarios based on individual and group experiences. Children create situations, arrange environments to bring their drama to life, assume roles, direct others and accept direction from others.

Further information: Drama offers a challenge for children to work together to negotiate their play ideas. It offers opportunity to communicate ideas and feelings.

You may see the child begin to:

- assign roles to others.
- negotiate roles and plots.
- make and gather props.
- don costumes.
- act out or replay a personalized experience.

A child can be supported by an adult who:

- provides puppets and props and that encourages children to role-play stories and experiences.
- involves children in creating and gathering props.
- allows children to use entire classroom environment for dramatic play.
- supports, assists, and facilitates children's drama.
- intervenes to maintain an anti-bias environment.
- reads or tells stories to stimulate dramatic play.

Scenario: *At the Hospital*

The class has returned from a visit to the local hospital. They discuss all of the people and their various jobs. Kathy, the teacher, gives the children roles to play in pairs "at the hospital", and "stations" in the room are decided. Kathy "visits" the hospital and goes from station to station for various information and assistance. Veronica gives Kathy a "shot" and puts a "bandage" on it. While Kathy is getting a "shot", Alyssa puts a bandage on Jimmy's head and pretends to give him medicine. Bailey limps around on play crutches and John listens to Jake's heart with the play stethoscope. Chris pretends to write down information on a chart and tells Kathy she can go in to see Jimmy now. Later, during story time, Sam asks Kathy to read a book about going to the hospital. After the story, the children talk about their experiences with being sick and going to the doctor.

Creative Arts Guideline 9:
Drama Elements

Children role play stories in books, poems and simple imaginary themes using elements of drama including character, place, theme or idea.

You may see the child begin to:

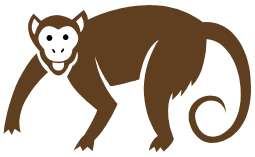
- recall elements of the story or situation (sequence of events, characters, settings).
- use different voices to portray different characters.
- use props or objects in an imaginative way or to signify place (using a row of chairs to signify a bus).
- play for extended periods in an in-depth way.
- play and replay the same situation with more detail or extended events.

A child can be supported by an adult who:

- uses questioning strategies to extend detail or depth in children's dramatic play.
- suggests additional props or situations to extend play.
- encourages extended play through verbal affirmations.
- helps children find additional story ideas through providing rich literature and life experiences.
- encourages children to re-enact real life roles and situations (baker, nurse, teacher).
- helps children notice roles/uniforms/daily activities in real life situations.

Scenario: *Caps for Sale*

A group of children listen to a picture storybook of *Caps for Sale*. After a brief discussion of who-where-what happened in the story, Ann asks the children to join hands to make a circle. In the center, she pretends to be the peddler begging for the return of his caps. The children pretend to be the monkeys, mimicking the peddler.



During the next story time, Ann re-reads the entire story while Billie enacts the role of the peddler (Ann pauses in the reading to side coach the action) and the rest of the children portray the monkeys. Later in the day, during playtime, three of the children re-enact the story at the dramatic play center, where Ann has placed a variety of caps. Susie and Brooklyn take the caps and Barry begs for their return. Later Brooklyn puts one of the caps on and pretends to be hiking in the woods and prepares to "camp". They use the small tent that is set up in the corner of the room. They all gather "firewood" and Susie and Barry pretend to roast marshmallows over the campfire.

Language and Literacy

Language and literacy are an integral part of development for young children, and happen in a sequential manner. A strong foundation in the development of language proficiency is the key to developing literacy skills, thus a pre-requisite in learning to read. Young children need an environment filled with rich language and many opportunities to hear language and use language for a variety of purposes. The best preparation in the early years is to expose children to a broad range of experiences and to help them anticipate, participate and recall what is experienced with as much verbal and written language as a child is developmentally able to absorb. The more this happens, the better able the child is to acquire the concepts and language that contribute to learning to read.

In building a foundation for speaking for a variety of purposes, young children need many opportunities to formulate language rules and communicate their ideas to adults and children. Adults help children develop language by caring about the child's self-esteem, responding to information, questions, requests, and interests. Adults provide these experiences in a playful manner with authentic activities reflecting everyday life. Encouragement, positive feedback, and access to a wide variety of writing materials are critical for children to acquire a sense of being a writer.

Section Guide

Language and Literacy Guideline 1:
Receptive Language

Children enter into the exchange of information around what is seen, heard, and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and, eventually, to read.

Further information: Receptive language is our understanding of the vocabulary and sentence structures of our language.

You may see the child begin to:

- understand positional words such as: in/on, same/different, top/bottom, over/under, on/off, middle, between, etc.
- follow one and two-step directions.
- follow two and three step directions with cues and help.
- sit and listen for increasing lengths of time.
- begin to solve simple problems.
- begin to understand actions and feelings.
- understand different outcomes and character roles in stories.
- ask questions for meaning.

A child can be supported by an adult who:

- reads to and with the child on a daily basis in a way that makes the child become an active participant.
- talks with child before, during, and after daily routines, activities, and events.
- gives the child opportunities to play board games, cards, and action games.
- offers an environment filled with rich language and many opportunities to hear language and use language for a variety of purposes.
- exposes the child to a broad range of experiences and helps them to anticipate, participate, and recall what is experienced with as much verbal and written language as the child is developmentally able to absorb.
- responds with scaffolding techniques (provides the support necessary for a child to accomplish a new or complex task).

Scenario: *Involving Children in the Storytelling Process*

At preschool, Tom reads the story, *Clap Your Hands* by Lorinda Bryan Cauley with lots of expression, props and interaction with the children. The children participate by acting out each action of the story and repeating the different sounds in the story; such as "wiggle, wiggle" for the pants or "stomp, stomp" for the feet. Tom supplies props such as scarves, maracas, hats, etc. for the children to use for different parts of the book and for additional readings. Pictures of the props are also used. The story and the props are also made available for the children during free play. Tom plans a

performance of the story for the children's families and community members at the school's open house. When the children begin to ask for other fun stories to act out, Tom brings out *The Little Old Lady Who Wasn't Afraid of Anything, Brown Bear, Brown Bear, and The Doorbell Rang.* When the adult uses expression and animation, children understand the story better and develop vocabulary more readily. Involving the children in the story helps them attend and interact with the reading process. Rereading the same story many times helps children develop pre-reading skills.

Language and Literacy Guideline 2:
Expressive Language

Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions, express feelings and solve problems.

Further Information: Expressive language is our ability to use language for many purposes to communicate our needs, desires, and thoughts. The ability to use the full array of language skills for expression and interpretation is strongly influenced by children's experiences and environment.

You may see the child begin to:

- increase vocabulary on a steady basis.
- use simple sentences to express wants and needs.
- use increasingly longer sentences.
- use communication skills such as turn taking, listening, staying on topic, modulating tone of voice, using body language/gestures with increasing competency and practice.
- use pronouns, verb forms, and question forms correctly with increasing frequency.
- use more accurate pronunciation to be understood by an increasing variety of listeners. (Articulation [how words are pronounced] develops over a long period of time – until age of eight).
- practice fluency by "reading" books to others using expression and voice inflection (children ages 3-5 are likely memorizing the book, not actually reading).
- participate in finger plays, rhymes and simple songs that are repetitive.
- become more involved in stories and reading.
- relate a story or event with increasing detail and coherence.
- become interested in learning to read ("What's that letter?").

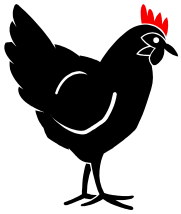
A child can be supported by an adult who:

- provides a friendly, nurturing, familiar and stimulating environment that allows children to feel confident about speaking aloud, without fear of criticism.
- cares about the child's self-esteem, responding to information, questions, requests, and interests.
- talks with and listens to the child, frequently encouraging the sharing *of* experiences and ideas.

- provides opportunities to formulate language rules and communicate his/her ideas through social interaction and communication with adults and other children.
- keep questions to a minimum by using conversation starters such as: "I wonder what is going on there?" "It looks like he is happy," in order to encourage the child to use a greater number of complex words in his/her response.
- limits negative directives such as "stop that," "don't," "no."
- uses positive directives and provides choices, such as asking, "Would you like to play with puzzle or throw the ball?" This strategy gives the child a choice and uses more words.
- provides alternate ways for children with limited verbal skills to communicate (sign language, communication devices, computer board, communication books).
- models correct language usage and expanded sentence structure in conversation.
- models fluency by reading aloud clearly and with expression.

Scenario: *Farmer in the Dell*

Shawna observes her son Nathan playing with a toy farm set. She approaches Nathan and sits down. He moves the cow from inside to outside of the barn.



Shawna: I see the cow outside the barn.
Nathan: The sheep is inside the barn.
Shawna: Yes, he is inside the barn. I wonder where the other animals are.
Nathan: The pigs are over here in the fence and the chicken is hiding.
Shawna: Is the chicken hiding? I didn't know that chickens could hide.
Nathan: They can.

He looks under the couch and shows his mom the chicken.

Shawna: Maybe the chicken doesn't feel safe. Does he have a special place to be safe?
Nathan: Yes, up here away from the other animals.
Shawna: That looks like a good place – that is called the loft.

Language and Literacy Guideline 3:
Phonological Awareness

Children become aware of the sounds of letters and combinations of letters that make up words. They begin to manipulate syllables and sounds of speech.

Further Information: Phonological Awareness is the conscious awareness of the sound structure of language and the ability to manipulate syllables and sounds of speech.

You may see the child begin to:

- imitate rhyming patterns in songs, rhymes, and finger plays.
- fill in missing words to known songs, rhymes, finger plays.
- identify pictures or words that rhyme.

- produce words that rhyme.
- identify beginning sounds of words.
- blend words into a sentence.
- blend a beginning sound with the rest of a word (f-ish) and blend words with three sounds (s-u-n).
- segment (separate) sentences into words, and words into syllables.
- recognize the same sounds in different words (/b/ is the same in ball, bat, and bed).
- play with sounds by using words starting with same sounds, use string of words beginning with same sound (tiptoe with Tim through the tulips), match words or items that begin with same sound.

A child can be supported by an adult who:

- provides opportunities for the child to experiment and play with the sounds words make through songs, rhymes, nonsense words, alliterations and music.
- when reading familiar rhymes, stops before a rhyming word and encourages the child to fill in the rhyme.
- draws attention to the sounds and syllables of spoken words through word play activities such as rhyming, focusing on beginning sounds of words (alliteration), blending sounds together to make words, and segmenting or pulling words apart into syllables and sounds.
- is attentive to a child's efforts to play with words, and encourages this practice, instead of jumping in to finish the child's sentence.
- provides an environment which includes rhythm instruments, children's music and movement tapes, and a center where children may listen to a variety of story and sound recordings.

Scenario: *The Sounds of Things*

Bobby is in the book area.

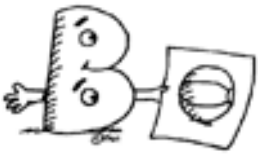
Robin (the classroom teacher): Hmm, Bobby. Book. I think 'book' starts with the same sound as your name, 'Bobby'.

Bobby: My name starts with /b/.

Robin: Yes, Bobby starts with /b/, and book starts with /b/. I wonder what else starts with /b/."

Miss Robin looks around and pauses.

Robin: Hmm, bird starts with /b/.



Bobby: My body starts with /b/.

Robin: Yes. Let's look around and see what else we can find.

Mike joins the activity and finds a ball.

Mike: /b/, ball.

Robin: Yes, that is great. What a fun game! Mike what sound does your name start with?

Mike: Mmm- /m/.

Miss Robin continues to focus on beginning sounds with other children until they are not interested or as time allows.

Language and Literacy Guideline 4:
Print Awareness

Children acquire an understanding that print carries a message through symbols and words. Children learn to make the connection between sounds and letters (the alphabetic principle).

You may see the child begin to:

- enjoy listening to and discussing stories.
- choose favorite books to "read" or have read aloud.
- use pictures to "read" a story from memory and/or to predict what will happen.
- hold a book right side up and turn the pages in imitation.
- understand that the words in books tell a story.
- identify labels and signs in the environment (stop sign, exit sign).
- use play or artistic renditions to retell a story.
- recognize own printed name.
- identify some letters and make some letter-sound matches.
- sing the "alphabet" song.

A child can be supported by an adult who:

- rereads favorite stories and uses storytelling to encourage the use of new and interesting words.
- provides a print rich environment, including many kinds of books and printed materials.
- intentionally points out print in the environment (billboards, store fronts, cereal boxes, grocery lists, games).
- models reading and writing for many different purposes (grocery lists, to do lists, notes, cards, etc.).
- provides opportunities to become familiar with letter names and sounds (such as magnetic letters on the refrigerator).
- draws attention to the relationship between pictures and words.
- demonstrates that letters grouped together make words as they read or write a story, a label, a sign, a note, etc.
- takes the child to the library and shows them how and where to find materials.
- maintains a comfortable, cozy place where the child can look at books or read alone, or with an adult or a friend.
- uses non-English stories and books to support a child whose first language is not English and to expose children to different languages and cultures.

Scenario: *Let's Eat Out*

The children have been discussing food, food preparation and a variety of places to eat. They have been listening to and reading stories about restaurants. Sara, Dakota and Troy are playing in the dramatic play area that has been set up as a restaurant with things such as plastic food, dishes, ordering pads, menus with pictures and words, serving trays, etc. Troy wears a baker's hat and plays a role as the cook. Dakota carries an ordering pad and Sara plays the part of the customer. Dakota gives Sara the menu and asks her what she would like to have. She tells Dakota who "writes" her order on the pad and gives it to Troy, the cook. Troy then prepares Sara's order and gives it to Dakota to serve to Sara.

Language and Literacy Guideline 5:
Print Development

Children acquire the ability to write through a sequence of stages, although individual children will become writers at different rates. These stages are: writing using scribble-like markings; writing using individual letter-like marks or mock letters; writing using recognizable, random letter strings; writing using semi-phonetic spelling; and writing using phonetic spelling.

Further information: Print development involves much more than learning to form alphabet letters. It involves understanding that print has a purpose, and provides meaning. The writing process begins early in a child's development with their attempts and approximations at writing (often considered "just scribbles" by adults). These early scribbles are an important and vital step in the print development process.

You may see the child begin to:

- understand that thoughts and ideas can be written down.
- understand that print holds meaning.
- experiment with a variety of writing tools including pencils, crayons, chalk, markers, pens, paints, sand, sky writing.
- hold the writing tools in "progressively refined" ways moving from a grasp to a correct pencil grip.
- communicate meaning at an individual level of development, such as mixing pictures and print to express ideas.
- dictate and narrate something for an adult to write.
- show interest in writing when given the time, place and materials.
- exhibit writing conventions such as writing left to right and from top to bottom.
- explain orally ("read") their writings.
- write his/her name and other familiar words.

A child can be supported by an adult who:

- provides the child with a variety of writing materials (crayons, chalk, paint, markers, sand, pudding, whipped cream, pencils or rubber stamps).
- provides daily models of writing and discusses writing conventions (top to bottom, left to right, sound associations).
- provides literacy-rich environments that allow real opportunities for writing (books, posters, charts, displays of student writing).
- integrates writing throughout the day.
- asks the child to "read" his/her writing.
- prompts the child to "tell me more" to encourage extensions of his/her original writing.
- gives encouragement and positive feedback to help the child acquire a sense of being a writer.
- provides opportunities to copy environmental print in writing activities.
- observes the child's writing development to guide future activities.
- supports the child's attempts to write, focusing on the sounds in words.

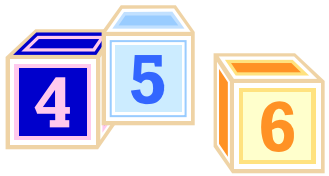
Scenario: *Class Trip to the Wildlife Shelter*

The children at Jamie's Group Home are going to visit a wildlife shelter to see the rescued baby forest animals. Before going on the trip, they read books about forest animals, and talk about what they might see there. They also came up with questions to ask the park ranger, which Jamie wrote down in front of the children. While there, Jamie makes sure they notice the signs on the fences and even tries to have the children read the signs. Julia, the ranger, tells the children interesting facts about the animals, how they came to the rescue center, how they are being cared for, and how they will be able to return to their homes in the forest. She also takes the time to answer the children's questions in a manner they can understand. The children take notes (pictures, scribbles, words) on their clipboards. When they return, Jamie and the children talk about all the things they saw, and Jamie writes down their observations on a big piece of paper, which she posts on the wall. On their own paper, the children draw a picture and write or narrate a story about their experience at the wildlife shelter. Later, Jamie talks to each child about his or her picture and story, and the children read them back to her. She puts them together into a class book called *Our Visit to the Wildlife Shelter.*

Mathematics and Numeracy

The foundation for children's mathematical development is established in the earliest years. Early mathematics learning builds on the curiosity and enthusiasm of children and grows naturally from their experiences. Mathematics at this age, if appropriately connected to a child's world, is more than "getting ready" for school or accelerating them into elementary arithmetic. Appropriate mathematical experiences challenge young children to explore ideas, make sense of the world around them and find meaning in the physical world. Children need opportunities to compare quantities, discover patterns, explore dimensions of space, and struggle with real life problems (National Council of Teachers of Mathematics).

These guidelines identify mathematics as a foundation of children's development by addressing the following concepts: numeracy, classification and comparison, pattern recognition, shapes and directional words, measurement relationships, and problem solving. Adults provide children with exposure to mathematical concepts through everyday activities and experiences as they are engaged in play and interactions with others. Adults and children discover that mathematics is about connections and seeing relationships in everything people do.



Section Guide

Mathematics and Numeracy Guideline 1:
Numeracy Relationships

Children develop the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children learn the meaning of numbers in their everyday experiences (e.g., home, early childhood settings, community and nature).

You may see the child begin to:

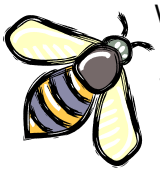
- experience, discover, and explore number relationships.
- use the names for numbers.
- understand that numbers always represent the same quantity (five objects are still five objects whether they are arranged in a vertical or horizontal arrangement) regardless of the order or physical arrangement of the objects counted.
- attach meaning to visual and verbal uses of numbers (numbers on homes help to find a friend's house).
- explore the steps from inventive to accurate counting (inventive – 1,3,8,5 to accurate counting – 1,2,3,4,5).
- count a series of objects in a group and tell the number (there are five cars in the block area).
- recognize and match number symbols with the appropriate amounts (the number "7" corresponds to the amount of marks they made on a piece of paper).
- model situations that involve the "adding to" and "taking away" using objects, pictures, and symbols.

A child can be supported by an adult who:

- offers hands-on opportunities to watch, play and interact with others to learn number vocabulary.
- uses a variety of strategies (questioning, commenting, counting) to prompt children to think about quantity and number words.
- uses number words and numerals, including zero, in meaningful everyday activities.
- counts real things to help the child use personal experiences with objects to better understand numbers.
- provides daily opportunities for the child to practice counting as opportunities naturally arise.
- provides objects in the environment with naturally occurring number relationships, such as clocks, timers, calendars, and thermometers.
- talks to the child about a variety of uses of numerals (channels on television, street addresses, phone numbers, etc.).
- models the "adding to" and "taking away" of objects (making note of what is happening mathematically while cooking or doing a home project).
- provides opportunities for the child to count, divide and/or share in everyday contexts (distributing snack, objects, or play dough to classmates or siblings).

Scenario: *The Beehive*

Lynn leads the children in a rhyming finger play called "The Beehive." She starts with her hand in a fist and slowly opens it one finger at a time as the rhyme progresses.



"Here is the beehive.
Where are all the bees?
Hidden away where nobody sees.
Watch as they come out of the hive,
One, Two, Three, Four, Five!
Bzzzzzzzzzzzzzz….all fly away!"

The children are excited about bees, and begin to dramatize being the hive and the bees. Lynn decides to make a group activity out of their interest. Children are divided into groups of three. Two of the children in each group hold hands to form a "beehive." The third child stands inside the hive as the "bee." When a signal sounds, the bees run to find a new hive. The action is repeated, allowing the children to take turns being the bees and the hives. In this way, the children use their whole bodies to learn.

As the days go by, bees continue to be of great interest to the children. Lynn calls the Smoot Honey Company and arranges for the children to go on a field trip in order to experience real bees and learn more about them. The beekeeper explains how the bees make honey and shows them honeycombs. The children ask questions that they have thought about ahead of time, and are helped by the adults to write down the answers they receive. The adults also help the children consider number relationships as they go through the tour, such as counting how many openings there are in a small piece of honeycomb and recognizing the numerals on boxes of honey ready to ship from the warehouse. Each child also has a pad of paper to draw what they see in order to deepen their learning and help them remember the trip. Lynn makes sure to take plenty of photographs to display in the classroom. At the end of the tour, the children are each given their own bottle of honey. After returning, the children have a snack of crackers and honey. The adults have the children count a certain number of crackers and then squeeze 5 drops of honey on each cracker. The children make and eat their snacks. Lynn and the children talk about healthy snack food.

Mathematics & Numeracy Guideline 2:
Classification & Comparison

Children apply mathematical skills through counting, sorting, and comparing objects. Children describe their thinking and observations in everyday situations.

You may see the child begin to:

- explore attributes of objects and begin to sort by similar traits such as shape, color, size, or function (various sizes and shapes of colored buttons).
- understand the concepts of same, different, equal, more than, and less than.
- count, sort, organize, and compare groups of objects.
- understand one-to-one correspondence (6 napkins for 6 people at the table).
- develop estimation skills related to quantity (how many blocks will fit on the shelf).

A child can be supported by an adult who:

- uses words that describe and classify characteristics of items in the child's environment (pointing out colors, shapes, sizes).
- engages in conversations with the child about quantity and comparisons as the child interacts with materials throughout the day. ("Find the two brown socks that go together.").
- displays and discusses interesting collections (butterfly collections, pictures of the solar system).
- provides opportunities for the child to create and share groupings from a variety of materials (collections from home, gatherings of natural materials from a walk).
- provides items such as keys, bread tabs, beads, bottle caps, nuts and bolts, etc. to be sorted into containers for the child to use in grouping objects that are sorted by common characteristics.
- asks the child to verbally describe why he/she sorted or classified objects in a certain way.
- provides opportunities for the child to guess the amount or size of something as he/she works to gain an understanding of concepts like more, less, bigger, and smaller.
- provides a variety of objects and situations for working with 1:1 relationships (containers with lids, markers with caps, asking the child to pass out utensils, napkins, and cups for each person at snack/meal time).

Scenario: *A Trip to the Grocery Store*

Bridger and his dad are out doing errands on a Saturday afternoon. The cell phone rings, and Bridger's mom asks them to pick up some fruit on their way home. As they pull into the parking lot, Bridger's dad asks him what kind of fruit he thinks they should get. Bridger thinks before saying that, since mom likes Granny Smith apples, dad likes red grapes, baby Madison likes bananas, and he likes oranges, they should get all of these fruits.

Bridger's Dad: Let's see…apples, grapes, bananas, and oranges. That's four different kinds of fruit. How many of each should we get?"
Bridger: Well, just one each, because there's one for all of us!
Bridger's Dad: Now that would be okay for today, but what if we wanted to buy enough for the whole week?
Bridger: Hmm, How many days are in a whole week? We can just get that many!
Bridger's Dad: Well, there are seven days in a week, but I'm wondering if just seven grapes will be enough for me.
Bridger: No, not seven grapes, silly! Seven bags of grapes!
Bridger's Dad: Seven bags of grapes? Maybe we should go look at how big a bag is, because I think that maybe too much for me!

Bridger and his dad pick up a shopping basket and head for the produce section. They find the red grapes, and Bridger's dad holds a bag up for him to see.

Bridger's Dad: How much of this bag do you think I can eat in one day, Bridger?
Bridger: Oh, that's a lot of grapes.
Bridger's Dad: Yes, it is. If I can eat this much of the bag in one day, how long will these grapes last? Let's count and see.

Bridger and his dad divide up the bag of grapes into equal sections and count them together, for a total of eight.

Bridger's Dad: So with eight sections, how many days will I have grapes to eat?
Bridger: Eight days!

Bridger's Dad: That's right! And how many days did I need grapes for?
Bridger: I don't remember.
Bridger's Dad: How many days did we say is in one week? Let's count: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. How many fingers am I holding up?
Bridger: Seven?
Bridger's Dad: Exactly! Great counting, Bridger! Seven days. And I have eight days worth of grapes. Do I have enough?
Bridger: I don't know.
Bridger's Dad: When we count, which number is bigger, seven or eight?
Bridger: Eight.
Bridger's Dad: Uh-huh. So if eight is more than seven, I would have grapes everyday for one week, then have some left over for one more day. Do I have enough?
Bridger: Yup! We just need one bag, don't we?
Bridger's Dad: You bet! Whew, that's hard work! Thanks for your help, Bridger. Let's go get the other fruit and head home.

Mathematics and Numeracy Guideline 3:
Pattern Recognition and Reproduction

Children learn to identify and describe patterns using mathematical language. They develop the ability to reproduce patterns they see and to create new ones.

You may see the child begin to:

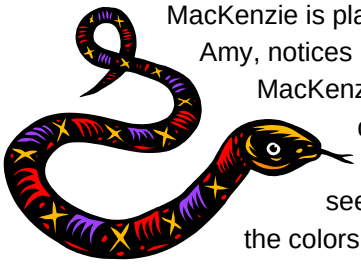
- recognize simple patterns of concrete objects (look at beads that are strung yellow, blue, yellow, blue and identify the pattern).
- predict what comes next when simple patterns are extended (when asked what comes after yellow, blue, yellow, answers blue).
- reproduce simple patterns of concrete objects (string beads yellow, blue, yellow, blue).
- reproduce patterns of sounds and movements (clap, stomp, clap).
- recognize objects arranged in a series and begin to place objects in order through trial and error (patterning blocks, by using two long blocks, one short block, two long blocks, one short block).
- describe a sequence of events (to build a snowperson – first, form a large ball to put on the bottom, second, form a medium ball and put in the middle, and third, form a small ball and place on top).

A child can be supported by an adult who:

- provides an environment that is rich in shapes, sizes, colors, and textures.
- helps the child recognize patterns in his/her environment (fabric patterns on clothing, number patterns on calendars).

- offers hands-on activities to explore and describe patterns and relationships involving numbers, shapes, data, and graphs in problem-solving situations.
- encourages the child to create, identify, and describe patterns in objects, designs, pictures, movement activities, and recurring events (talking about daily routines, setting the table, singing songs with repetition like the 'Hokey Pokey').
- provides opportunities for the child to create his/her own patterns for others to follow or extend using prompts (stringing beads and asking the child which bead comes next, or using finger plays such as five little pumpkins).
- asks the child to verbally describe why he/she ordered objects in a certain way.
- helps the child recognize and describe sequences in nature, daily routines, and in stories (reading predictable books and changing seasons in nature).
- builds on the child's understanding of a series by making changes and additions in materials (varying the number of blocks, sizes or shapes of blocks).

Scenario: *Creating Snakes*



MacKenzie is playing very quietly in the block area, with a high level of concentration. Her teacher, Amy, notices MacKenzie hard at work, and moves in to observe more closely. Amy sees that MacKenzie is arranging colored blocks of different shapes in a straight line. She bends down and comments on what a colorful line of blocks MacKenzie has put together. MacKenzie replies that it's actually a snake, just like the one she had seen in a book her stepfather read her the other night. Amy asks if the snake was all the colors she has in her blocks. MacKenzie disappointedly says that the snake was more pink and brown and black, but that these color blocks were all she had. Amy asks MacKenzie to come with her around the room and point out the colors of the snake. They find a bin of tan thread spools, a jar of pink pom-poms, and a handful of black water bottle caps. Amy and MacKenzie return to the block area and begin to put together MacKenzie's snake. Amy asks MacKenzie to describe where the colors of the snake were in the picture she saw, and encourages her to think of what item would come next to make the correct pattern. When they are done, Amy takes an instant snapshot of MacKenzie's snake for her to take home and compare with the picture in the book. Amy makes sure to stop MacKenzie's stepfather when he comes for pick up at the end of the day and explain how MacKenzie used patterns to recreate the snake. MacKenzie's stepfather agrees to help her look at the snake book to compare the colors and patterns she sees. The next day, MacKenzie comes to school and excitedly tells Amy that she and her stepfather had found even better things to make the snake and shows her a shoebox with the snake pattern objects glued to the bottom. They put the snake in MacKenzie's cubby until circle time, when she can show all her classmates. Amy makes a point to read a book about snakes at circle time, and these two actions together spark the children's interest in creating snake patterns. Amy introduces different shape and color blocks and new "found" materials after lunch, and invites the children to produce their own snakes. She encourages the children to talk about the patterns they are creating, and to identify the patterns that are emerging around them in other children's creations.

Mathematics and Numeracy Guideline 4:
Geometric Shapes and Directional Words

Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes using real objects in a variety of activities. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within their physical environment.

You may see the child begin to:

- recognize, describe, and name shapes (circles, triangles, rectangles, squares, diamonds, ovals).
- recognize geometric shapes in the environment (playing 'I spy' by finding different shapes or simply noticing and commenting on familiar shapes around them).
- explore geometric shapes (roll balls through a cylinder, make diamonds out of play dough).
- explore the size, shape, position, and movement of objects within their physical environment.
- understand space and size relationships (sneakers can fit in the small cubby, but boots need to go in the large cubby).
- use position words that indicate where things are in space (inside, outside, behind, in front, above, below, over, under, next to, near, far).
- experiment with mapping skills by using classroom materials to recreate their surroundings.

A child can be supported by an adult who:

- assists the child in identifying shapes in the environment (identifying traffic signs, examining a spider web).
- provides geometric materials in a variety of shapes and sizes (unit blocks, colored and patterned shaped blocks, stencils, objects and materials in nature such as leaves, sticks, and rocks).
- provides a variety of materials to create and represent shapes (paper, pipe cleaners, play dough, scissors, tape, wood).
- encourages the child to explore materials, nature and the environment (two and three dimensional objects) through movement and hands-on experience.
- enables the child to have a wide variety of gross motor movement in open spaces both indoors and outdoors (walking, crawling, skipping, hopping, jumping).
- gives the child opportunities to describe the position, direction, and distance of objects in relation to themselves.

- uses and encourages the child to use language and physical gestures to demonstrate directional words (inside, outside, behind, in front, above, below, over, under, next to, near, far) with people and things in the environment.

Scenario: *Playing with Shapes at the County Fair*

The children at Kidspace Preschool are very excited because today they are going to the county fair. They have been working with shapes in the classroom, and Jamie, their teacher, is eager to bring their knowledge to a new level with shapes they will see in the environment at the fair. The adults accompanying the children to the fair have been given clipboards, paper, and markers to help the children record the shapes they see. While at the fair, the children recognize many of the shapes they have been learning about, such as triangles in the spokes of the ferris wheel, rectangles of the buildings, and the oval of a very plump sheep. They also study the pavilion, which they find out is a pentagon, and horseshoe prints in the dirt. The children are encouraged to use their bodies to explore the space they encounter at the fair. When they spot a shape in the distance, the adult asks the children to describe its location, and whether it's near or far. The children then decide together if they are going to walk, skip, or hop to the shape before drawing it. Jamie takes photographs of the items the children find shapes in, and will later post the photos next to the pictures that the children have drawn, labeled with the word for each shape.

Mathematics and Numeracy Guideline 5:
Measurement Relationships

Children begin to use measurement instruments to explore and discover measurement relationships. They apply the characteristics of length, quantity, volume, distance, weight, area, and time to real life situations in order to construct concepts of measurement.

You may see the child begin to:

- use appropriate language to discuss measurement (heavy and light to describe weight, full and empty to describe volume, near and far to describe distance).
- use familiar objects as measuring devices (length in relation to body parts, distance in paper clips strung together, volume in cups of sand, weight in number of blocks).
- become aware of and begin to use, regardless of accuracy, the conventional language of measurement (feet, minutes, miles, gallons, tons).
- show an increasing awareness of conventional measurement tools and methods (tapes, rulers, clocks, and scales).
- recognize time as a sequence of events that relates to daily life (my parents pick me up after snack, we read a story before I go to bed).

- realize that some activities take longer than others and develop a context for elapsed time (swim class lasts an hour, which is shorter than a full day at school).
- estimate length, quantity, volume, distance, weight, area or elapsed time of familiar objects or events (number of steps to the front door, amount of water that can be poured into a glass).

A child can be supported by an adult who:

- talks about measurement concepts during everyday activities. ("We walked a long way today. How far do you think we went?" "That's a lot of marbles. Will they all fit in this container?")
- provides opportunities for the child to experiment with measuring (pouring juice for snack, working with different materials and utensils in an activity table).
- encourages the child to practice measuring with non-standard or arbitrary units of measure (whole body, pieces of string, number of noodles).
- provides computational tools and time-related instruments for the child to explore where they would naturally be used (measuring utensils in the activity table, rulers in the art area, clocks in the dramatic play area, scales in the block area).
- posts charts and posters with measurement language around the room (growth charts, picture graphs that display how many children can be in an area).
- talks about time and sequence during daily activities (we brush our teeth after breakfast, then go to school).
- introduces general concepts of time (in the morning, tomorrow) before discussing specific concepts like hours and minutes.
- talks about general concepts of time using clocks and calendars (look at the calendar to discuss the events of the day, week, and month).

Scenario: *Getting Ready for School*

Michaela and her mother have been looking forward to Michaela's first day of kindergarten. Michaela's mother bought a special calendar to mark the time until school starts, and now there are only a few days left. In preparation for the big day, they practice Michaela's new morning routine. They pick out an outfit and lay it out at night so that Michaela can be ready to dress herself in the morning. She is woken up at 7:30am by her mother, who announces the time as she pulls the curtains aside. Michaela gets out of bed and puts on her clothes, then picks up a brush and her hair accessories on the way to the kitchen for breakfast. Michaela and her mother eat breakfast and discuss how the day will go. Michaela's mother then brushes and fixes Michaela's hair before reminding her to brush her teeth. Michaela brushes, then gathers her backpack and puts on her shoes while her mother cleans up the kitchen. They look at the time, which is now 8:20am, and discuss how long it may take to drive to school as they walk to the car. Michaela's mom gives her a kitchen timer to hold as they make the trip to school. They arrive after twenty minutes, and Michaela's mother explains that, with traffic, they may not be able to drive the same distance in the same amount of time. They decide that, in order for Michaela to have time to put her things away before school begins, they should try to leave home by 8:15am to arrive on time. With that plan in place for the next day, they head off to the store to pick up a few more school supplies that Michaela needs.

Mathematics and Numeracy Guideline 6:
Problem Solving

Children build a foundation for solving problems by formulating questions and possible solutions individually and with others based on their observations and experiences.

You may see the child begin to:

- become more confident in exploring the world around him/her, while also requesting help when needed.
- attempt to understand similarities and differences between objects or events.
- represent newly acquired information in a variety of ways (stories, drawings, dramatic play).
- explore the use and meaning of symbolic number objects (e.g., currency and coins can be exchanged for goods).
- wrestle with opposing ideas and approaches to construct a new understanding of an object, process, or emotion.
- look for, give clues and/or make predictions to solve a problem. ("This object is heavy and so it will sink.", "If you stack too many blocks they may fall over.")
- develop and use systematic approaches to problems by testing new possibilities through trial and error.
- work with others to achieve desired results (lifting a friend up in order to reach a desired object).
- explore the concepts of whole, part, and parts that make a whole (taking apart an old appliance and trying to figure out how it worked).

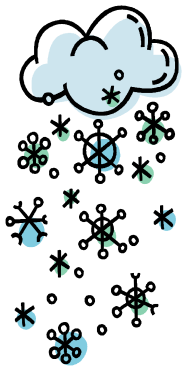
A child can be supported by an adult who:

- uses graphs, charts, and symbols to organize and interpret information and to show relationships (e.g., types of shoes worn by the children over a period of time when engaged in a project about that subject).
- provides a variety of shapes and materials that may be broken into parts and brought back together again (e.g., puzzles, non-functioning appliances, unit blocks).
- encourages the child to experiment with many different ways to solve problems. (e.g., "Is there another way to put this together?" or "Show me how you might solve this problem differently.")
- provides opportunities to integrate science and math (e.g., "Which sponge is bigger? A wet one or a dry one? How do we find out?").
- allows the child to struggle with a challenge before stepping in to help.
- asks open ended questions to encourage the child to come up with his/her own ideas.
- when asked to provide assistance, guides the child in a productive direction and expects him/her to take the next steps in solving the problem.

Scenario: *Surprise Snowstorm*

It was a beautiful morning when the children arrived at Debra's Darlings Group Child Care Home. There was a crispness to the air that signaled fall, but the sun was shining and there wasn't a cloud in sight. During lunch, however, Debra noticed the wind picking up and clouds forming in the sky. As she helped the children get settled for nap/quiet time, she could tell that a change in the weather was coming. She grew concerned that the

children's light jackets may not be warm enough for their afternoon walk. By the time the children got up from their rest, snowflakes were falling.



Caleb: "Where are we going for our walk today? Can we go to the playground again?"
Debra: "Well, Caleb, I want to talk about that with everybody. Has anyone noticed anything about the weather outside that's different from when you went for a rest?"
Children: "It's snowing!"
Debra: "Yes, it has started to flurry. What usually happens to the temperature of the air when it snows?"
Children: "It's cold!"
Debra: "And what do we usually wear when it's cold and snowy outside?"
Children: "Snowsuits! Boots! Mittens!"
Debra: "Yes, all those things keep us warm and dry when it's snowing. Did anyone bring a snowsuit or boots or mittens today to school?"
Brittney: "I brought my sparkly sneakers!"
Noah: "I wore my favorite baseball cap!"
Debra: "I didn't hear anyone say they had warm snow clothes, did you?"
Children: "No-o-o-o!"
Debra: "Hmm, then I think we may have a problem. If it is cold and windy and snowy outside, and no one has warm snow clothes to wear, then what should we do about taking our afternoon walk?"
Caleb: "We can just run and that will keep us warm!"
David: "Yeah, and when we get to the playground we can jump all around!"
Debra: "Those are good ideas. Let me get a piece of paper and a marker so we can write all this down."
Harriet: "I know, we can call our mommies and they can bring our snow clothes here!"
Casey: "My mommy can't come because she's at work."
Debra: "Hmm, there may be some difficulties with our solutions. Let's keep thinking about other ways to solve this problem."
Tommy: "We can share."
Debra: "Well, let's think about that. If we have ten children and only 2 pairs of extra boots, then can we all go on a walk together?"
Children: "No-o-o-o!"
Debra: "Maybe we need to keep thinking."
Kayla: "Well, we could stay inside and do something else."
Debra: "Hmm, that's another idea. That means that we can all stay together, and we will be warm. Those are two very important things."
Caleb: "But what about going to the playground?"
Debra: "How about I write it on the calendar so we can make sure we go tomorrow."
David: "But what if it's snowing again tomorrow?"
Debra: "That's a good point, David. How can we be sure that everyone has their snow clothes with them tomorrow so we don't have this problem again, I wonder."
Casey: "I know! When my dad needs to remember something he writes himself a note. We can write notes to our parents so they don't forget!"
Tommy: "And we can draw pictures of snowsuits and mittens, so they know just what we need!"
Children: "Yah!"
Debra: "Wow, I can see that's a solution everyone likes. So, today we will stay inside and write notes to our parents to bring warm clothes tomorrow, and I will write on the calendar that we plan to go to the playground tomorrow afternoon. Thank you so much for your help in solving this problem. We had lots of great ideas!"

Physical Development and Health

Health, safety, and physical development are critical to the skills, timing, and expression of early learning. A safe and healthy environment provides an essential foundation for children's personal health and well-being. Young children learn best when they are part of a safe and caring community. Children ages three to five are beginning to regulate their fundamental movements and develop basic body management. As a result, through activities and experiences, they are guided and encouraged to develop greater independence for personal care and safety. Positive interpersonal skills, such as cooperation, sharing, empathy, and courtesy toward others serve as a base for understanding and respecting differences. When children learn to express themselves and enjoy movement and physical activity, they build the foundation for healthy development throughout their lives.

These guidelines identify personal health and safety as a keystone of children's development and address the building blocks of gross motor development, fine motor development, sensory development, and movement concepts, cemented together with self-expression and respect for differences.

Section Guide

Physical Development and Health Guideline 1:
Personal Health and Safety

While participating in physical activities, young children develop an awareness of health and safety practices that support the growth of a healthy lifestyle.

You may see the child begin to:

- participate actively in games, outdoor play, and other forms of exercise that enhance physical fitness.
- show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.
- recognize a sense of hunger and fullness, and know when to stop eating.
- build an awareness to follow basic safety rules with guidance (e.g., fire and pedestrian safety).
- understand and respond appropriately to harmful objects, substances, and activities.

A child can be supported by an adult who:

- provides time for children to participate in indoor and outdoor play and sets an example by joining in on physical activity.
- supports the child's effort in toileting, hand washing and drying, brushing of teeth, and manipulating clothing.
- provides a variety of snacks and meals as well as information on healthy eating habits.
- encourages the child to be responsible for personal belongings (e.g., hanging up jackets, placing items to take to school or back home in backpack).
- recommends appropriate referral to community services when a child's development is of concern. (e.g., vision, hearing, communication screening, child abuse/neglect).
- uses teachable moments to instruct the child about safety (e.g., use of seatbelts, staying together on walks, what sirens mean).
- takes the responsibility to keep harmful objects and substances out of the reach of the child, while also teaching about harmful objects and substances.
- encourages healthy and safe practices in all the child's environments (e.g. shares recipes, relays information on health status, talks about playground safety).
- takes advantage of community health and safety programs (e.g., brings a fire fighter in to visit with the children or takes a field trip to the fire house).

Scenario: *Time to Talk*

Karen Fowler was always very careful to keep the household cleaning supplies locked in a cupboard above the sink. One day, however, while bleaching a spot out of a tablecloth, the phone rang and interrupted her train of thought. After hanging up, she proceeded to pull out the rags for dusting. When she went to check on Darren, who was playing quietly in the next room, she immediately smelled bleach and realized that she had left the cupboard open and the bleach uncovered on the laundry sink. She quickly called Darren to her and urgently asked if he had touched the bleach or

any of the cleaning supplies in the cupboard. Darren was scared of his mother's tone of voice, but replied that he thought the smell was stinky and had moved to the other side of the room to play. Karen let go a relieved breath, and reassured Darren that he was not in trouble, and in fact had done the right thing by avoiding the chemical smell. She replaced the cap on the bleach and returned it to the cupboard, asking Darren as she did so whether he knew why the cleaning supplies were locked away. Darren replied that he thought it was so no one touched them. Karen then asked whether he knew why it was important not to touch them, but Darren didn't have an answer. She then took the opportunity to sit down with Darren and explain why those chemicals were dangerous. She took a bottle out of the cupboard and showed Darren the poison control sticker. She made sure he understood that if he ever saw a bottle with that sticker on it that he should not touch it and should tell an adult right away. In the days that followed, Darren had many questions about different bottles and whether a substance was dangerous or not. Karen knew that he was working to understand the lesson they both had learned, and patiently talked through different scenarios with him. She was glad they had the opportunity to discuss the dangers of chemicals, and knew that he would remember what to do the next time he encountered a similar situation.

Physical Development and Health Guideline 2:
Gross/Fine Motor and Sensory Development

Young children observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.

Further information: As young children move their bodies, they learn many concepts through their senses (sensory motor integration). Gross motor skills are the bigger movements, such as running and jumping, that use the large muscles in the arms, legs, torso, and feet. Fine motor skills are small movements, such as grabbing something with your thumb and forefinger, that use the small muscles of the fingers, toes, wrists, lips, and tongue. Sensory development includes vision, hearing, touch, taste, smell, and vestibular sense, which is found in the inner ear. Its purpose is to maintain balance and judge a person's position in space, and can be stimulated through swinging, rolling, turning upside down, spinning, etc.

You may see the child begin to:

- perform gross and fine motor skills at a basic level (e.g., march, run, kick, jump forward with feet together, climb, walk in a line one behind the other).
- perform stability skills alone and/or with others (e.g., walk up and down steps with alternating feet, complete a tumbling skill like a somersault, stand on one foot for six seconds, walk on a balance beam forward and backward).
- manipulate objects by throwing, catching, striking, swinging, and pulling at a basic level (e.g., throw a large ball in the sky and catch it with two hands, swing a plastic bat at a ball on a tee).
- perform basic creative movement skills alone and/or with others (e.g., dance to music or rhythmical sounds in free form or with simple adult guidance).
- increase his/her control over fine motor skills (e.g., glue a small collage piece with accuracy).

A child can be supported by an adult who:

- provides opportunities to walk, run, hop, kick, jump, and climb (e.g., kick a ball, hop back and forth over a line on the sidewalk, jump into a pile of raked leaves).
- provides materials and equipment for encouraging body movements (e.g., bean bags, wagons and doll strollers to push or pull).
- visits parks or nearby playgrounds to allow the child greater space to move his/her whole body (e.g., climb on the equipment, run a great distance, swing on the swings).
- makes up motions of clapping, stomping, and marching to accompany rhyming verses and music.
- promotes physical activities that stimulate the inner ear (e.g., rocking, swinging, rolling, spinning) and in which only one side of the body is used at a time (e.g., hopping, standing on one foot).
- provides experiences that support the use of hands in many different positions (e.g., painting at an upright easel).
- encourages participation in activities that promote moving fingers individually (e.g., finger plays, typing on an old typewriter) and ones that utilize the pincer grasp of the thumb/forefinger (e.g., manipulating small objects, peeling/sticking stickers).
- provides activities that strengthen hand grasp (e.g., molding play dough, using a hand held hole punch to punch holes in paper of various thickness).

Scenario: *Follow the Leader*

Diana has noticed that a few of the children in her family child care home have gotten bored with playing in her small backyard. She decides to create an activity that will get the children moving in a structured way, while still having fun. Early in the morning, she puts colorful, plastic lids throughout the yard. When the children arrive, they are curious about the new things they see in the yard. Diana explains that they are going to play a new game, and that the lids will help tell them what to do. The children are eager to start, so Diana takes the lead. She has the children line up behind her and explains that she will shout out what to do and that everyone should follow her lead. She begins by walking with her arm extended while explaining what she's doing and stops when she gets to one of the colorful lids. At that point, she shouts, "Stop!" and then stands on one foot after telling the children that's what they are to do to follow the leader. Then she asks the next child in line to take over and be the leader for the line, making their way to any lid they choose. The next child shouts, "Hop!" and the line hops over to the far corner where they stop at a lid and hold a finger to their noses upon instruction. The next child then gets his turn, and on it goes until snack.

Physical Development and Health Guideline 3:
Movement Concepts

Young children begin to develop movement and sensory vocabulary and use it accurately. Young children apply movement concepts to motor skills by responding appropriately to:

- **direction (front/back, side/side, left/right),**
- **personal and general space,**
- **effort and force (hard/soft),**
- **speed and flow (fast/slow) and**
- **sensory experiences (rough/smooth, hot/cold).**

You may see the child begin to:

- follow rules for simple games and activities.
- use language to describe movement concepts (describe what he/she is doing or what another person, animal or object is doing).
- identify and use a variety of spatial relationships (follow directions to move in front of, behind, under, over, beside, etc. in a game of Simon Says).
- attempt to apply physical concepts to specific movement situations (bend knees to soften a landing, move quickly to avoid obstacles in the path).
- integrate an understanding of a variety of concepts in conjunction with movement (imitates an animal through movement, vocalizations, dress, and dramatization of the environment).
- recognize and solve problems through active exploration.

A child can be supported by an adult who:

- assists the child to learn to follow simple rules and successfully participate in the group by listening to directions and waiting for a turn.
- provides materials and objects of various textures (e.g., painting with feet, building with textured blocks, reading books that contain fabrics and plastics).
- supports the child's rhythm and movement experiences by allowing a variety of objects to be used as musical instruments (e.g., pots, pans, blocks, spoons).
- provides physical experiences that integrate the child's movements with all their senses (e.g., engaging in shadow play, working with various materials in an activity table, dancing in front of a funhouse mirror).
- uses appropriate language in order to build a child's understanding of directionality and position in space (e.g., up, down, over, under, left, right, top, bottom, outside, and behind).
- provides opportunities for the child to jump off of and over things to experience his/her body in space.
- encourages different body positions when while sitting during group time or when engaged in stationary activity.
- provides activities to build hand/eye coordination in a developmental sequence. (e.g., beginning to use tongs to pick things up, becoming familiar with the motion of opening/closing scissors in unstructured snipping, progressing to cutting within a track, and finally cutting on a line and stopping at a marked point.)

Scenario: *Going on a Bear Watch*

"Everyone over here for circle time! We're going to have a big day today!" announces Don, the Head Start teacher.

The children eagerly find their place and await Don's new activity.

"First, we're going to read a book about a very special animal in Montana. Can anyone guess what it is?"

"A moose!" shouts one child.

"A deer!" says another.

"A bear – grrrrr!" shouts another.

"A bear! We're going to read about a bear today. Does anyone know where bears live?"

"In the woods," says one child.

"Yes, they live in the wilderness. Let's read more about them."

Don proceeds to read a book about bears, pointing out their habitat and where they are most likely to be found, along with elements of the wilderness depicted in the book.

"Now, we know that bears like to keep hidden in the wilderness, but do you think we could find one if we tried really hard? Let's go on a bear watch! Everyone up! (the children stand.) Put on your binoculars! (the children put their fingers in circles to their faces.) Okay, now we're in the wilderness. What's that in front of us? It's a big rock! Hmm, can't go under it, can't go around it, can't go through it. We'll need to go *over* it. Come on, everyone, let's go *over* the rock!"

Don and the children climb over a beanbag chair, pretending it's a big rock. Next in the bear watch, they come to a tall tree. "Can't go under it, can't go over it, can't go through it. We'll need to go *around* it," says Don.

The group goes around a rocking chair, pretending it's a tall tree. They continue this activity using many imaginative things in the wilderness. Finally, they come to a clearing, and they see the bear up close. Suddenly the bear turns around and growls, and the group has to run back the way they came. Don and the children return through all of the motions they took on the way to the bear, with the children prompting for how to avoid all of the obstacles. When they return to the classroom, they all collapse on the floor.

Physical Development and Health Guideline 4:
Self-Expression in Motor and Sensory Experiences

Young children seek out and participate in challenging physical activities, including sensory experiences that support their growth in self-expression and social interactions with others.

You may see the child begin to:

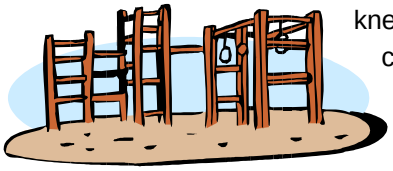
- talk about enjoying movement activities.
- express both positive and negative feelings about participating in physical activities.
- participate in a variety of gross/fine motor and sensory activities.
- attempt new gross/fine motor and sensory activities (e.g., jumping, catching, swinging, gardening, tasting new foods).
- demonstrate a determination to develop skills through repetitive practice.

A child can be supported by an adult who:

- provides the child with age-appropriate gross/fine motor and sensory activities that are fun, promote success, and yet remain challenging (e.g., directed parachute play, building a snow fort).
- talks with the child about feelings while participating in gross/fine motor and sensory activities.
- encourages the child to act out various roles as a means of self-expression (e.g., animals, construction workers, athletes).
- provides positive feedback when the child tries a new gross/fine motor and/or sensory activity.
- provides support as the child continues to attempt an activity that may not yet be easy.
- encourages the child's awareness of his/her skill mastery.
- incorporates various motor/sensory experiences while transitioning from one activity to another or from one place to another (e.g., marching to music from playground to snack).

Scenario: *One Brave Step*

The climbing equipment at the local park is a favorite of many of the children in Annie's After School program. She makes a point of bringing the children there a couple of times a week. This year, Annie has a couple of younger 5 year-olds in her program who are reluctant to try the climbing equipment. They often sit and watch the older children as they play. Annie has tried to encourage the younger children to crawl on their hands and knees to the lowest level of the equipment, but they shake their heads and continue to study the other children. Annie thinks they may be intimidated by physical play of the older children on the climbing equipment, and approaches the parents of the younger children to talk about the situation. They decide that the best way to support the younger children may be to remain at the park until most of the older children have been picked up, so that the equipment is more open for exploration. The next week, Annie's After School heads to the park in the afternoon, with a note to parents to pick up the children at that location. As the activity winds down on the climbing equipment, Annie once again asks the younger children if they would like to try climbing. Travis and Brianna, two of the older children who are very comfortable on the equipment, also call down their encouragement. Travis even comes down to the lowest level to show the younger children how to get on the ramp before getting to the ropes. With some uncertainty, one of the younger children approaches the equipment and follows Travis up the short ladder to the lowest level. Annie comments on how brave it was for the child to try, and points out that the child moved her legs with very strong steps in order to get up there. As the child's parents arrive, they see her pride and acknowledge her accomplishment. The other younger child seems encouraged by his friend's progress, but is not ready to climb on the equipment just yet. Annie, Brianna, and Travis continue to work supportively with the younger children to encourage their attempts at the climbing equipment and acknowledge their success as they learn new skills.



Physical Development and Health Guideline 5:
Respect for Differences

Young children begin to demonstrate an understanding and respect for differences among people during physical activities.

You may see the child begin to:

- notice differences and similarities between people.
- take turns during physical activities.
- help others during physical activities.
- work together as a team toward a common goal.
- play cooperatively with others.
- resolve conflicts in socially acceptable ways.

A child can be supported by an adult who:

- introduces the child to the concept of similarity and differences (e.g., culture, size, eye color).
- promotes the sharing of children's family cultures and other cultures represented in their community (e.g., customs, music, rituals).
- plans physical activities that allow the child to practice taking turns.
- pairs the child with another to serve as a buddy during physical activities.
- provides opportunities for the child to work with others toward a common goal.
- teaches problem solving and actively promotes conflict resolution.
- modifies activities to include children with disabilities or other special needs to meet their individual educational goals.
- talks with the child about differences in abilities (e.g., some children more easily jump, some more easily hop) and models acceptance.

Scenario: The Icy Path

Frank's mother uses a wheelchair to move about, and this caused some commotion the first day that Frank was dropped off at preschool. His teacher, Carol, made a point to walk out to the van to greet Frank and his mother and offer her help if any was needed. All of the children who had arrived so far that morning were out on the playground, and watched as Frank and his mother went inside with Carol to get settled. Some of the children began asking the teachers questions right away. Some of the children were afraid, and didn't want to approach Frank when he came back out on the playground. Some children continued playing and didn't notice anything out of the ordinary. Soon after, it was time to transition to snack, and most of the children forgot about the fact that Frank's mother arrived in a wheelchair. The next day, however, the children's questions and funny looks surfaced again when the van pulled up in the preschool parking lot. Carol decided that the children needed an opportunity to learn more about people with differing abilities. After school that day, Carol asked Frank's mother if she wouldn't mind coming to speak with the children, as they had many questions about her wheelchair. Carol was careful to point out that, in their stage of

development, not all of the children would be sensitive with their questions, but that the learning experience for them would help a great deal. Frank's mother was very pleased to come speak to the preschool, and acknowledged that it was better for the children to get their questions answered than to make up their own ideas of what people with disabilities are and are not capable of. Leading up to the planned day of Frank's mother's visit, Carol checked over the reading area to ensure there were books featuring characters with varying abilities. She also informed the children of their upcoming visitor, and encouraged them to think of questions they may have for Frank's mother that she could write down to be sure they were answered. Carol listened very carefully to their questions and concerns in order to both prepare Frank's mother and to help her in her search for classroom resources on the subject of differences. Frank's mother arrived the following week, and was very clear in answering the children's questions and explaining that there were many things about her that are the same as people who walk with their legs. The children were fascinated by their visitor, and soon lost the misgivings they had about the wheelchair and about their friendship with Frank. In fact, the children were so fond of Frank's mother that they began asking for ways they could help. Carol helped the children write a letter to Frank's mother, thanking her for her visit and offering to help if needed. Frank's mother gladly took them up on their offer when the snow began to fall, and the path to the accessible door became icy. The children enthusiastically came up with a plan to keep the path clear by taking turns sprinkling de-icer on it.

Science

"Our world is a museum, a field trip, a laboratory, and a natural resource, just waiting to be discovered, explored and enjoyed."

(Barbara J. Taylor, 1991)

Young children are natural scientists. Beginning with the need to understand their immediate environment, they move from awareness to exploration, inquiry, and utilization of knowledge. Individually, in small groups, and often with the guidance of an adult, the *Scientific Method* can be applied to all content areas of science. This lifelong process will unlock the mysteries of life, earth, and space in the child's world through an understanding of environmental science, earth science, physical science, chemistry, and life science. The Early Learning Guidelines for the Science curriculum area introduces the scientific method to the young child. Using this method, children are guided to explore the following basic scientific concepts:

- natural systems (i.e. weather, the human body);
- models (representation of a real object);
- constancy and change (i.e. growth);
- scale (size, distance, etc.);
- patterns and relationships;
- cause and effect;
- structure and function (relationship between the way organisms look, feel, smell, sound, taste and the actions they perform); and
- diversity among objects and organisms in the natural world (Bredekamp & Rosegrant, 1995).

These Guidelines and accompanying examples are meant to illustrate the development of children's innate curiosity about the world, their procedural and thinking skills for investigating the world, and the resulting knowledge (NCISE, 1990).

Section Guide

Science Guideline 1:
Formulation of Questions

Children will learn to ask questions about the world around them, the first step in the scientific method, based on observations, experiences, and interests.

You may see the child begin to:

- expand his/her knowledge and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes (life science and physical science).
- show an interest in and a willingness to investigate unfamiliar objects and events in the learning environment.
- demonstrate curiosity by asking what, why, how, when and where questions.
- use the five senses (seeing, hearing, tasting, touching and smelling) to investigate objects and events in the environment.
- observe and describe properties of objects (size, shape, texture, etc.).
- interact with and explore a variety of objects, books, materials, and natural/outdoor environments (ponds, creeks, forests).

A child can be supported by an adult who:

- provides opportunities in the child's environment (home, outdoors, classroom, and community) for exploration and listens to and follows up on children's questions.
- provides a variety of materials and objects for the child to explore through their senses and asks questions about their discoveries.
- provides children access to the animal kingdom (books, pictures, classroom pets, animal visitors, etc.).
- exposes the child to relevant curriculum by considering the child's developmental level, background knowledge, and interests when choosing activities and materials.
- supports the child's beginning friendships by providing opportunities for the child to learn and explore with other children and adults.
- uses language associated with science and math (science, investigation, research, predict, hypothesis, experiment, conclusion, order, compare, patterns, classify, sequence, spatial relations).
- allows the child the gift of time to engage in exploration and discovery.
- observes children's activities and interests for teachable moments.
- asks open ended "what if?", "how?", or "I wonder?" questions.

Scenario: *I Have a Question*

During outside play, Rosita is suddenly yelling enthusiastically, "Look at this, look at this!" Soon all the children are crowded around a bug that is crawling on the ground. The children are watching the bug and following it as it moves along. One child reaches out to squash the bug, and some other children intervene. Beth, the children's teacher, takes the opportunity to talk with the children about the value of life. They return to describing things they notice about the bug.

Beth encourages the children to observe and describe how the bug looks and what they think it might be doing. She deepens their thinking by asking open-ended questions ("Where do you think the bug is going?"). Children who are having trouble formulating questions are assisted by the way Beth refrains from telling them answers and shows sincere interest in their inquiries. Instead, she assists their questioning by saying things like, "I wonder if the bug is. . . ?" and then waiting expectantly, allowing the children to finish the question. After Beth has repeated, " I wonder if…, I wonder if…" a couple of times, allowing the children time to think, Justin says, "I wonder if the bug lives under the ground?" Rosita quickly adds, "I wonder if there are other bugs who live underground?"

Science Guideline 2:
Prediction

Children will learn to predict answers and form hypotheses, the second step in the scientific method.

Further Information: A hypothesis is a general idea about what is or what could be.

You may see the child begin to:

- tell about what they know.
- apply previously learned information to new situations.
- describe and discuss predictions, explanations, and generalizations ("I think that the snow will melt if the sun shines on it").
- make guesses based on previous experiences and observations.
- suggest more than one answer to a question or solution to a problem.
- develop purposeful plans.

A child can be supported by an adult who:

- encourages and supports opportunities for children to plan and select science related activities, such as: natural world, living things, natural processes, and the mechanics of how things work.
- extends the child's thinking and learning by posing problems, making suggestions, responding to and encouraging the child's questions and adding complexity to tasks.
- extends the child's learning by allowing the child to make predictions.
- extends the child's learning by assistance and information.
- uses language associated with science, math, and discovery (hypothesis, prediction, conclusion, experiment, science, investigation, quantify).
- allows children the gift of time to engage in exploration and discovery.

Scenario: *I Wonder WHY…*

We rejoin Beth and the children observing a bug. The children as a group begin to make guesses about where the insect lives and what other bugs may live under the ground. Justin thinks that ladybugs and ants may live

under the ground because he saw them coming out of a hole. Ulla thinks butterflies may live under there because they have to have a place to sleep at night. Jory thinks only ants live under the ground. Beth helps the children record their ideas by writing them down on a large sheet of paper posted on the wall. When they get indoors, Rosalita wants to draw what she thinks lives under the ground. Soon other children are also drawing their predictions.

Science Guideline 3:
Experimentation

Children will learn to conduct experiments in order to test their predictions, the third step in the scientific method.

You may see the child begin to:

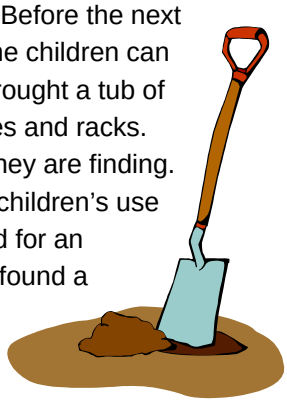
- manipulate a variety of objects and substances and tell about what is observed.
- classify objects by attributes/characteristics (size, shape, color, smell, texture, etc.).
- make comparisons (more than, less than, equal to).
- find patterns and relationships in the environment ("These leaves all go together because they have smooth edges").
- use familiar materials to measure things (hands, unifix cubes, crayons, popsicle sticks, paper clips).
- use trial and error.
- notice, explore, test, and describe cause and effect. ("Adding water to dirt makes mud!")
- make discoveries from their own explorations and experiences.

A child can be supported by an adult who:

- sets up and assists the child in doing science experiments (mixing colors, cooking, planting seeds, melting and freezing, etc.).
- uses language associated with science and math (observing, quantifying, hypothesis, prediction, conclusion, experiment, science, investigation.)
- allows the child the gift of time to engage in discovery.
- provides a variety of materials to measure things (paper clips, popsicle sticks, blocks, etc.).
- provides a variety of tools (thermometer, computer, scales) to learn and solve problems.
- provides an area for science investigation and discovery with a variety of available materials (nests, levers, magnifying glasses, magnets, pulleys, insects, textures, pine cones…).
- provides opportunities for science investigation in the outdoor environment.
- allows a child to explore changes of matter (dissolving, mixing, melting, evaporating, etc.).
- selects activities and materials that are meaningful and relevant to the child.
- encourages spontaneous experimentation based on children's questions and predictions.

Scenario: *Digging Into It*

We visit the children and Beth the following day. When the children arrive, they immediately begin experimenting. The day before, Beth asked the children how they thought they could find out which bugs live under the ground. The children suggested digging. She asks them how they will have to dig to not kill or hurt the bugs. Ulla says, "Gentle digging." Justin suggests, "Digging little bits at a time." Other children share similar ideas. Rosita recalls a show she watched where people were digging for dinosaur bones. She remembers that they used brushes so they wouldn't break the bones. Rosita wonders if they could use brushes to gently look for bugs in the dirt. Supplied with brushes, racks and scoops, the children eagerly head outside. Beth reminds the children that they agreed on gentle digging. The children dig and find a variety of insects. Before the next day when the children will be together, Beth has enhanced the learning environment so the children can conduct experiments to find out more about which bugs live under the ground. She has brought a tub of rich garden dirt inside. Nearby she has set up magnifying glasses, brushes, scoops, sieves and racks. She has placed clipboards and markers nearby so the children can draw or record what they are finding. Beth has also displayed some insect books she checked out from the local library for the children's use and posted an insect poster she received from the Forest Service. Beth also has arranged for an "expert" to come to visit their group and answer the children's questions about bugs. She found a forester at the local Forest Service office who said she would be happy to bring in some local specimens to share, and to answer the children's inquiries in ways that would be easy for young children to understand.



Science Guideline 4:
Observation and Recording

Children will learn to observe and record findings, the fourth step in the scientific method.

You may see the child begin to:

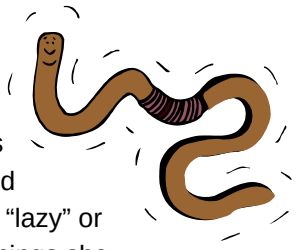
- notice more intricate details in the surrounding environment.
- use basic classification systems to describe objects (living and non-living, plants, rocks, animals).
- express wonder at what they observe in the world.
- organize information (charts, graphs, drawings).
- use vocabulary that demonstrates understanding of scientific concepts (sink, float, solid, liquid, melt, freeze).
- demonstrate increasing patience in waiting for experiment results, such as charting the growth of a seed to a plant.
- articulate changes observed over time (a pumpkin decomposing).

A child can be supported by an adult who:

- sets up the environment to provide opportunities to observe, investigate and ask questions.
- assists the child in recording observations and results of scientific investigations.
- asks the child to look for patterns, relationships, and properties.

- uses language associated with science and math (hypothesis, prediction, conclusion, experiment, science, investigation).
- allows the child the gift of time to engage in discovery.
- provides opportunities for the child to create own patterns for others to follow and/or extend patterns by using leaves rocks, nuts, etc.
- makes materials available to record findings (paper, markers, clip boards, etc.).
- asks children to share findings with others.

Scenario: *Draw Me a Picture*



We return to the children and Beth. The children are experimenting in a variety of ways with materials that allow them to discover answers to their questions about bugs. Ulla has discovered that worms live in the dirt from the garden and she is now playing with clay and making a family of worms. She tells Justin he can't touch worms too much or they will get "lazy" or "dead." Rosita has glued tiny stones and sticks onto a piece of cardboard. These are all things she found when she dug near the climber while she was playing outside. Jory and Anna have both drawn many pictures of bugs they have found in their digging. Beth has shown them labeled pictures in one of the insect books so both Anna and Jory have labeled some of their pictures. Beth helped them with this. Ulla has painted a butterfly in the air with a paint box. She says she's pretty sure they live in the sky, not underground because it's too dirty there and she didn't see any when she was digging. The expert from the Forest Service brought a large piece of old rotten log for the children to investigate. The children were wide-eyed as she showed them how to carefully pry back pieces of bark to discover insect larva. The forester helped the children count and record on a clipboard how many insect larvae they found. She also showed them pictures of the life cycle and how the larva would grow into insects. Throughout the children's experimenting, observing, and recording, Beth made an effort to remember to use correct scientific words like antennae, insect, pupa, observation, hypothesis, conclusion, etc.

Science Guideline 5:
Formation of Conclusions

Children will learn to form conclusions, the fifth step in the scientific method.

You may see the child begin to:

- show an increased awareness and beginning understanding of changes in materials and cause and effect relationships.
- synthesize (put together) new information.
- recall prior discoveries/findings.
- state answers and develop (come up with) solutions.
- discuss common properties among objects and materials.
- show and describe knowledge of and abilities to observe, describe and discuss the natural world, materials, living things, and natural processes.

- quantify findings by counting and measuring.
- accumulate knowledge of scientific content including life cycles and systems, basic needs of people and animals, structure and characteristics of matter, and diversity of life.

A child can be supported by an adult who:

- guides the child's observations with questions and comments in order to help the child make connections with what is observed.
- provides creative materials and experiences to reinforce and support concepts.
- recognizes that children interpret findings in different ways and will form diverse conclusions.
- uses language associated with science (e.g., hypothesis, prediction, conclusion, experiment, science, investigation).
- allows the child the gift of time to engage in discovery.
- acts as a guide and facilitator to help children find answers and information through books, parents, friends, experts, and field trips.

Scenario: *I Know! I Know!*

Again, we join the children and Beth. After a couple of weeks of experimenting and exploring, Beth can see they have come up with a variety of ideas about which bugs live underground. Because of the forester's visit, they now also know some things about bugs living in trees and rotting wood. She brings the group together in a quiet spot where they usually read stories or do group meetings. Beth tells the children she'd like to write down their "conclusions." Beth asks the children what things they found out about "Which bugs live under the ground?" She tells the children she wants to write down everyone's conclusions in one place. Beth has taped a large piece of paper to the wall ready to record their discoveries. Jory concludes that more than just ants live under the ground. He tells us that he now knows that some beetles live under there, too. Ulla shares that she has concluded that no butterflies live under the ground. She says she has only seen them in the air. Even in books they are only in the air or climbing on leaves. Beth writes in bold print all their findings, using the words the children use.

Science Guideline 6:
Communication of Results

Children will learn to communicate final results, the sixth step in the scientific method.

You may see the child begin to:

- participate in discussions related to their findings, both listening and speaking.
- use vocabulary that indicates understanding of scientific principles (sink, float, melt, solid, liquid).
- represent findings through drawings, models, graphs, skits, etc.

- describe and compare things in terms of numbers shape, size, weight, color, motion, function, and temperature.
- show enthusiasm in sharing what they know with others.

A child can be supported by an adult who:

- models observation skills using words such as melt, float, sink, liquid, solid.
- supports and assists the child in describing discoveries and recording observations through drawings, charts and graphs.
- provides materials needed for the sharing of findings such as paper, glue, scissors, markers, camera, crayons, pencils, clay, etc.
- uses language associated with science (e.g., hypothesis, prediction, conclusion, experiment, science, investigation).
- allows the child the gift of time to engage in discovery and sharing with others.

Scenario: *Tell Me About It*

Finally, with the children and Beth, we look in on them as they try to decide with whom they might share the information that they found out about bugs. Some of the children had already taken home pictures illustrating some of what they've learned. Beth asks if the children might like to show and tell their parents about all they've found out about bugs. The children excitedly agree!

The plans begin for how to present their findings to their parents. Beth and the children decide to cover several low tables with blankets. This is to represent "under the ground," Justin says. Later on, with parents present, the children take turns crawling out from under the blanket-covered tables and sharing their conclusions from studying bugs. Jory crawls out from under the table pretending to be a beetle. He has taped two long strips of paper to his belt. "These are legs," he tells the audience of parents. He also tells them that he is a beetle and that a beetle is an "insect" and that insects have six legs, but no arms. He proceeds to count his two pretend insect legs, his own two legs and his arms to come up with his "six insect legs." He's attached two long pipe cleaners to a paper band he's wearing on his head. He tells everyone these are antennae. The children take turns showing the charts, drawings, graphs, resource books, displays, sculptures and a dramatization about their work on insects. The parents are intrigued and impressed by how much their children have learned in this emergent science investigation. A parent remarks, "Wow, it is so cool to see firsthand how excited my child is about all this insect stuff!"

Social-Emotional Development

How young children feel is as important as how children think.
(Mary Louise Hemmeter)

To optimally support young children as eager learners, early childhood programs are built upon a strong commitment of deep respect for families and developmental and cultural diversity. Through this respect, the teacher builds a positive relationship with each child, which forms the foundation for supporting his or her emerging social and emotional development. While each child's feelings and social behaviors will be unique, the general characteristics of age and developmental levels must guide adult expectations and their interactions with young children. Multiple methods and strategies for observation and authentic assessment of young children while they play (alone, with peers, and in their families) help teachers make insightful, reliable decisions about how to support each unique, individual child in his or her social-emotional development, the fundamental basis of all early learning.

Section Guide

Social-Emotional Development Guideline 1:
Sense of Self

Children begin to identify who they are as a person (such as likes, dislikes, interests, strengths) and develop competence and confidence in their own unique abilities. They grow into themselves, differentiating themselves from parents and others, developing and beginning to recognize their areas of strength and skill, and applying their emerging esteem alone and in groups.

You may see the child begin to:

- explore and engage in role playing (such as family roles, gender, jobs, animals).
- show pride in his/her accomplishments ("Look what I can do!").
- seek adult affirmations ("Watch me!").
- adjust to separation from family and to new situations.
- take risks to try new things (Climb higher on the play structure or fingerpaint and get messy for the first time).
- exhibit independence by stating what he/she wants ("I can do it myself!).
- engage in activities and play that he/she has chosen.
- persist in meeting a challenge (Stick with a puzzle until it is completed or practice zipping his/her own coat daily).
- accept and adjust when things do not go his/her way (After spilling juice, finds the mop up cloth and wipes up the spill).
- exhibit increased attention span with chosen activities.
- tend to think his/her own experiences and needs are the same as the group's (gets up in the middle of a story to show the teacher the scrape on their knee).

A child can be supported by an adult who:

- offers materials and support that provide some challenge leading to success.
- allows the child time to practice a new skill while providing support and encouragement (such as learning to tie shoes or put on own coat).
- creates a safe environment to encourage risk taking.
- encourages the child to self evaluate. ("Was that easy or hard for you?)
- engages in genuine conversations with each child based on his/her activities and interests.
- celebrates the child's accomplishments by using specific encouraging words or displaying the child's work for others to appreciate (displaying an easel painting in an attractive way that's visible to other children and visitors).
- values the child's efforts using honest feedback.
- adapts materials and routines to meet individual strengths, interests, and needs.
- respects and accepts each child and helps him/her feel unique and special.
- values a partnership with each of the important people in the child's life.

Scenario: *Timon and his Block Tower*

After a busy day in the Busy Bees Preschool Program, children were getting ready to go home. Timon's mother came in and looked exhausted from a long days work at the bakery. Shara, the classroom teacher, walked with Timon to greet his mother, and shared with Timon's mother his great success in the block center.

Shara: Timon worked very hard today, he spent a lot of time in the block center.

Mother: Sounds like we both had a big day, huh Timon?

Shara: Timon has been spending many days in the block center, working to build a tower that almost reaches his chin. Today, he tried and it fell several times. Each time the block tower would tumble, Timon began to work on his tower again. After a busy morning, he did it! He built his block tower all by himself and it was as high as his chin.

Mother: Now isn't that something"

Timon: Yep! I did it all by myself!

Shara: Timon worked very hard and did not give up until he did what he set out to do. Way to go, Timon!

Social-Emotional Development Guideline 2:
Self-Regulation

Children learn to identify and express their feelings in non-hurtful ways, recognize the impact their behavior has on others, and practice self-control.

Further information: "(Through experiences and adult guidance), the child develops the personal strength and understanding to make ethical, intelligent decisions." -Dan Gartrell

You may see the child begin to:

- use feeling words to express emotions (sad, angry, mad, happy) of self and others.
- look at the consequences of his/her actions (after hitting another child, watches as the child breaks into tears).
- explore social cause and effect ("They told me I couldn't play with them because I'm mean").
- use problem solving strategies when conflicts arise ("I'm using this now, but you can have it when I'm done.")
- participate in developing a few group rules and their own rules for games and in play. ("If you go past that tree, you are out" or "We should make a rule that you can't knock over someone else's block structure.")
- pays great attention to rules and tell when rules are broken. ("Teacher, Jen is not sitting on her carpet square!")

A child can be supported by an adult who:

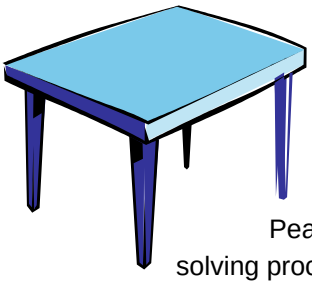
- listens to the child at his/her eye level and provides guidance.
- offers safe choices. ("Are you going to wear your coat or carry it?")

- allows the child to experience natural consequences within safe limits (The child is cold after choosing to carry their coat).
- displays empathy for others.
- helps the child see links between non-verbal communication (such as facial expressions) and feeling words (a child standing with hands on hips and a scowl on her face may be angry or may be in deep thought).
- allows the child to participate in a rulemaking process (In a circle time early in the year, the teacher poses the question, "What kind of rules do we need to make our room a safe and fun place to be?" and uses the children's ideas).
- actively teaches, models, and encourages problem solving skills. ("What could you do instead of pushing Justin to let him know how you feel?")
- consistently uses positive guidance statements based on program rules to help children understand what they "should do" rather than stating what they can't do.
- establishes routines so children can predict and follow a schedule without prompting.

Scenario: *Working Together*

Jeff realized that many of the children who joined his preschool program for the summer did not seem to be living within the classroom guidelines. He remembered the sense of ownership and pride in the children when they had worked together to set rules for *their* school earlier in the year. Jeff decided to repeat the process, realizing that old and new members of the group would benefit from this community-building activity. He began by introducing three key guidelines: we live in this room together and it is important for us to take good care of *ourselves, each other, and our room.* Throughout the week, the group met to talk about what people *can* do to take care of themselves, each other and the room. As children offered ideas, Jeff recorded their words on a chart. They revisited the ideas and with some prompting, Jeff and the children used the digital camera to take pictures of children *doing* things that showed these "rules" in action. The group worked together to post these pictures under each guideline and to create captions. The process was exciting and the outcome was exactly what he had hoped for. The children seemed to come together more as a group and he frequently heard children reminding one another of the rules *and* encouraging one another when they saw the rules in action!

Working together to explore and create community guidelines helped Jeff and the children to negotiate tough situations in the classroom. They were able to talk about how sometimes feelings get hurt when two kids want the same toy and feel mad about it. Jeff used puppets to act out some of the children's "mads and sads" to show them the steps of problem solving in action. He demonstrated the "four Ps": 1) Problem: tell each other what the problem is, encouraging honesty and listening to one another; 2) Possibilities: what could you do to solve the problem?; 3) Pick One: choose one of the ideas to try; and 4) Peace: did your idea work so you now have peace? If not, try another idea.



Over time, he moved to having the children role play problem solving at the classroom's Peace Table using some of the puppet scenarios. When some of the children demonstrated readiness for problem solving, he encouraged them to move to the Peace Table to solve disputes that arose. He observed carefully to support the problem solving process when needed. Over time, the children began moving to the Peace Table on their own and several children emerged as leaders in the problem solving process and they began to support their peers.

Social-Emotional Development Guideline 3:
A Caring Community

Children learn to feel secure as they develop relationships of trust with adults and other children in their expanding world beyond the family. They begin to recognize social cues and become sensitive to others' feelings.

You may see the child begin to:

- invite another child to play.
- exclude other children from activities.
- comfort another child.
- mimic other children's expressions or emotions.
- negotiate play with three or four children.
- talk about peers at home.
- have a preferred playmate.
- begin to share.
- choose to play alone at times.
- cooperate with others and volunteer to help.

A child can be supported by an adult who:

- provides ample materials to promote sharing.
- provides opportunities for partner play.
- promotes a sense of community and interdependence within the group ("This room or school or belongs to all of us and we all need to take care of it").
- models appropriate social behaviors with other adults and children.
- facilitates children joining play groups.
- supports and models empathy.
- helps establish good-bye routines and rituals that are supportive and ease separations between the child and important people in his/her life. (The teacher says, "Let's go to the window and wave good-bye to your dad!" or "Your mom will be back after work, shall we go feed the fish their breakfast? Come on!")
- embraces similarities and differences of children and families. ("Talia's hair is really black and straight, and yours is black and curly!" or "At Fritz's house his family speaks another language called German and his mom is going to visit us tomorrow and teach us some words in German during circle time! Fritz, how could we say 'hello' in German?")

Scenario: *Joining in Play*

In her early teaching years, Susan coached children to ask "Can I play?" when they wanted to join a play group. While she had used this strategy for years, she began to question its wisdom when she noticed how often

children responded to this question with a resounding, "NAH!" After reviewing her files on child development, she realized that excluding others in play is a common characteristic of preschoolers – but that did not mean she should encourage the practice! She decided to help the children learn another way to join in play that was less likely to invite exclusion. She started by coaching children to briefly watch what is happening in the play group, then joining the play by: 1) talking to a child about what is happening in the play ["What are you doing?" or "Are you the 'mom'? (in reference to dramatic play)] or 2) moving in to the play area to get props that are part of the play theme (putting on an apron in the housekeeping area or getting a book and sitting beside a child who is on the couch looking at books). While these strategies are more complex and require more coaching, by no longer encouraging children to ask "Can I play?" and through consistent efforts to help children learn the new skills, the frequency of social rejection dropped significantly, making the effort highly worthwhile!

Social-Emotional Development Guideline 4:
A Pro-Social Environment

Children follow routines with increasing independence and handle variations without discomfort. They make their preferences known in increasingly mature ways and respond to adult guidance appropriately. Children begin to make friends and build relationships with both peers and adults.

Further information: Pro-social environments are those that allow children comfort and success both inter- and intra-personally. Children thrive in an environment that fosters security, safety, independence, and communication by balancing consistent routines and transitions with flexibility.

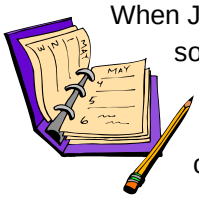
You may see the child begin to:

- predict what comes next in the day because a schedule has been established.
- make smooth transitions from one activity to the next.
- express anticipation of special events.
- inform adults when routines deviate.
- make choices about what they are going to do.
- engage in meaningful play and activities (children choose their activities and move between learning centers throughout the Free Choice block in the daily schedule).
- work independently in groups or alone.
- show interpersonal preferences and make friends.

A child can be supported by an adult who:

- provides a tone conducive to development of a community of learners. (The room feels welcoming to all who enter and people are respectful and kind to one another. Hurtful words and actions are used as teachable moments and pro-social behavior is modeled by the adults.)
- provides the child with the stability to meet his/her individual needs (teacher/caregivers, physical space, routines).
- communicates with the child at his/her eye level.
- provides opportunities for choices.
- balances time in child-directed and adult-directed activities.
- observes evidence of stress and adapts schedule, routines, and environment accordingly.
- provides written and visual cues for the daily schedule.
- provides reminders and rituals at transition times.
- engages in activities with the child.
- provides prolonged periods of play time so the child may become engaged.
- promotes social play opportunities.

Scenario: *Busy Schedules*



When Josephina started leaving her preschool each day drained instead of energized, she knew something had to be done. Noise and activity levels seemed chaotic and children's behaviors were feeling out of control. Through some reflection and list making, she worked to clarify what was going on in the environment, in her interactions with the children, and with each child in the group so she could begin generating some solutions.

As she reflected on all of the elements of her environment, she felt that the room arrangement was effective and that the learning center materials were appropriate and engaging for all of the children in the group. However, she decided she definitely needed to rethink her busy schedule of visitors and special activities that had shortened play times and created as many as six transition times in a morning! She knew that it was time to make some changes in established routine.

Thinking about her own interactions with the children helped Josephina realize that some of the stresses in her own life also might be influencing the children's behavior. She was in the middle of building a new house and was frequently interrupted by phone calls. Her distraction meant she was not spending quality one-on-one time with each of the children and her expressions of connection and warmth were not at their best. She sensed herself reacting to the circumstances of the day, rather than initiating activities and responding to the children.

Taking time to think about each child in the group was also revealing. Tanner and Kira both had very strong personalities and she wondered if some of their "power struggles" were influencing the overall climate in the room. She could spend some time helping these two children practice resolving their problems in more productive ways. She also knew that Tanner had a new baby brother and she wondered if some of his behavior was related to sleep and attention issues. She could make sure he had a calm resting place available whenever he needed it, and providing some extra one-on-one might help also.

Social Studies

As children grow and develop, they become increasingly aware of their physical environment. They begin to identify similarities and differences between people and discover that no two places or objects are the same. In addition, they begin to recognize their location in time and space. Along with this knowledge comes an understanding of the importance of rules and order in society, which lays the foundation for responsible citizenship and respect for the environment.

These guidelines are meant to illuminate the vital processes that children undergo as they find their unique space in the social and physical world. A child's natural curiosity about the world can be nurtured in a caring learning environment that provides opportunities for exploration of other communities, regions, and cultures.

Section Guide

Social Studies Guideline 1:
Awareness of Time

Young children begin to understand the concept of time, including past, present, and future. They are able to recognize recurring experiences that are part of the daily routine.

You may see the child begin to:

- anticipate recurring events ("After I eat lunch, I will hear a story").
- connect new experiences to past experiences.
- use terms relative to time sequence (first/last, morning/night, yesterday/today/tomorrow).
- retell a story or event in sequential order.
- verbalize the days of the week and names of the months.
- remember events in the immediate past (recall what they ate for lunch).

A child may be supported by an adult who:

- provides a consistent and predictable routine for the child.
- talks with the child about what will happen in the future and asks the child to recall previous events. ("What did you have for lunch today?")
- uses the names of the days of the week and of the months when talking about events ("On Saturday, we will go camping").
- uses the correct terms when talking about time and sequence (seconds/minutes/hours, yesterday/today/tomorrow).
- provides access to time keeping materials such as clocks, watches, timers, and calendars so the child can model after adults and pretend to measure time.
- encourages family members to talk with the child about family history and culture.
- answers questions the child has concerning how people lived in the past, and discusses differences in the lifestyle (clothing, transportation, customs, etc.).

Scenario: *Self-Portrait*

One rainy afternoon, Katie and her mother, Jane, look through the family photo album. Katie sees pictures of her parents before she was born, pictures of her old house, and pictures of herself as an infant. With the help of the album, Katie begins to talk about her earliest memories and ask questions about events and places she cannot remember. She also remarks about how different she looked in the past and wonders what she will look like in the future.

Jane asks Katie if she would like to use her imagination and draw a picture of what she thinks she will look like when she grows up. They get out crayons and paper, and spend the rest of the afternoon working on the self-portrait. Katie is so excited about her drawing when she is finished that she asks Jane to hang it up in her bedroom so that she'll be able to look at it as she grows.

Social Studies Guideline 2:
Roles, Rights, and Responsibilities

Young children begin to follow rules and set personal boundaries for their behavior, as well as understand why rules are created. When presented with a set of alternatives, children are able to make choices for their own lives.

You may see the child begin to:

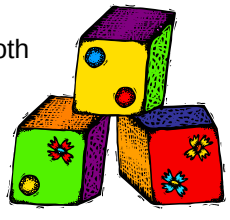
- recognize and talk about the reasons for rules.
- understand and anticipate the consequences of not following rules.
- follow the rules while playing games and remind other children of the rules.
- recognize there may be different rules in different places (school rules may be different from home) and show self-control by following the appropriate set of rules.
- set his/her own consequences for some behaviors.
- handle basic responsibilities related to daily needs.
- make choices about behaviors and activities when presented with alternatives ("I would rather play in the sand box than play with dolls").
- show greater ability to control intense feelings (anger, frustration).
- differentiate between right and wrong.

A child can be supported by an adult who:

- includes the child in the development of rules to promote ownership and understanding of the rules.
- offers easy-to-follow directions.
- states rules in a manner that promotes positive thinking rather than negative thinking (say "We use quiet voices in the library," instead of "No yelling in the library").
- demonstrates how to use words instead of force to resolve conflicts.
- helps and encourages the child to verbalize thoughts and models words to use.
- reads and discusses stories, songs, and poems that reinforce cooperation and sharing between peers.
- provides opportunities for the child to make choices. ("Would you like peas or carrots for your vegetable tonight?")
- encourages the child to identify consequences of their behavior. ("What will happen if you do that?")
- supports the child as he/she learns to solve problems by making both good and bad choices. ("How did that work out?")
- supports their emerging sense of right and wrong.

Scenario: *Building Blocks to Sharing*

One afternoon at preschool, Dylan and Kyle were playing with building blocks. They were both building towers, stacking the blocks higher and higher. As Kyle was building, he saw that he



was almost out of blocks. While Dylan's back was turned, Kyle knocked over Dylan's tower and took some of the blocks for himself. When Dylan saw what happened, he began crying and yelling at Kyle to give the blocks back.

Samantha, the teacher, heard the commotion, and came over to talk with the boys. Between sobs, Dylan told her that Kyle knocked down his tower and stole his blocks. Samantha asked the boys to sit down with her and discuss the situation. They talked about the rules, especially the rule about sharing. Samantha asked Dylan to talk about how it made him feel when Kyle took his blocks. He said that it made him feel sad and mad that his tower was ruined. She then asked Kyle to think about his choice and how he could have handled it differently. After some thought, Kyle said he could have asked Dylan to share the blocks, and the two of them could have worked together on a tower. He then apologized to Dylan for his choice. The two boys returned to the building center and began to build a tower together.

Social Studies Guideline 3:
Places, Regions, and Spatial Awareness

Through exploration, young children learn that every place has its own unique characteristics. As they become aware of their bodies in space, they develop an understanding of how they are affected by, and the effect they have upon, the world around them.

You may see the child begin to:

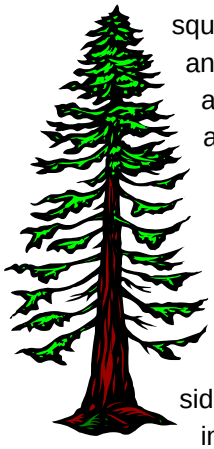
- name body parts and point to the location of each.
- ask questions about things he/she sees and finds.
- use words that describe features of objects and places, such as color, size, shape, and texture.
- move in directions on command (forward, backward, sideways).
- describe features of familiar places (school, store, grandparent's house).
- use a simple map (diagram of the house, street on which the child lives).
- recognize where he/she is while traveling in the car.
- give information about where he/she lives (color of house).
- match objects to the location in which they belong (couch in the living room, dishes in the kitchen).

A child can be supported by an adult who:

- offers many opportunities for the child to move about and explore the environment, both indoors and outdoors.
- allows the child to climb, jump, run, roll and physically experience their body in space.
- uses positional words, such as right and left, when giving directions to the child.
- takes the child for walks around the neighborhood and points out signs and landmarks that indicate locations.
- exposes children to different types of communities (large cities, small towns, rural areas).
- exposes children to geographical locations that may be unfamiliar using pictures in books and magazines (regions of the United States).

Scenario: *Exploring the Local Park*

Andrea takes a group of children on a field trip to a nearby park. As they walk around the area, the children and teacher talk about what they see, feel, hear, and wonder. Some of the children ask questions like: "Where do squirrels live? Why do birds fly away when we come near?" Andrea encourages these questions and uses them as an indicator of interest in an in-depth study of the park. The children are given an opportunity to explore the park and invited to draw as they explore. Many of the children find a favorite part of the park to investigate - playground, pond, or a grove of trees. Andrea has crayons available for the children to do rubbings of tree bark, the sidewalk, and other textured surfaces.



When the children return to the classroom, they talk about their trip to the park. Andrea puts a large blank piece of paper on the wall and draws an outline of the park. She then asks the children to fill in the map with the different places they explored, including the location of the sidewalk, trees, playground, and pond. Andrea writes down the discoveries, questions, and information the children share during the discussion. She thinks this might be a good topic for an extended project, which may lead to a return visit!

Social Studies Guideline 4:
The Physical World

As young children explore the environment, they become aware of how people and the earth interact. By 4 and 5 years of age, children begin to understand how people use natural resources and change the earth for their own benefit. They develop an awareness of how to care for their physical environment and why it is important.

You may see the child begin to:

- determine what type of clothing to wear based on the weather (wearing long-sleeves when the weather is cold).
- identify seasons by temperature or other characteristics (snow during winter, hot weather during summer).
- draw pictures representing the seasonal changes.
- identify certain foods with a specific season (watermelon in the summer, hot chocolate in the winter).
- identify natural features in the environment (rivers, mountains, trees).
- recognize things that do or do not belong in the environment (litter) and discuss the need for a clean environment.
- help with home and class routines that keep the environment clean (putting toys away when finished).
- recognize how natural resources in the environment are used (houses are made from trees).

A child can be supported by an adult who:

- takes the child outside in different types of weather (windy, rainy, snowy) and discusses how it feels to be outside.
- helps the child explore the seasonal changes and how each season impacts life (clothing, food, activities).
- tracks the weather forecast on TV or in the paper with the child.
- plants a garden with the children to experience food growth and talks about how the earth provides for people.
- talks with the child about the environment and what people can do to care for it.
- shows the child examples of clean and safe environments and areas that are not clean or safe.
- describes characteristics of Earth's features using a variety of vocabulary words.
- gives the child responsibility for keeping a room or space clean and tidy.
- shows children how materials can be reused rather than throwing away (using plastic containers to store objects, using scrap paper for art projects).
- talks about natural resources and what they are used for (paper is made from trees).

Scenario: *Planting a Garden*

During the month of May, Bridget and her preschool class begin working on a gardening project. They start by talking about the local climate and what plants and vegetables they would like to grow. One child talks about the orange tree at his grandmother's house in California and wonders if they can grow oranges at the school. This leads to a discussion of how weather and climate affect a plant's ability to grow. Bridget helps the children make a list of some plants that will grow in Montana, and they decide to plant carrots, potatoes, peas, and zucchini.

The next day, Bridget and her class walk to the local plant nursery to buy seeds. The children enjoy looking at the colorful packets, and they become very excited about the garden. When they return to the school, Bridget demonstrates to the children how to plant seeds. She digs a hole, sprinkles in some seeds, and covers them with dirt. The children follow suit until the seeds have all been planted. They then take turns watering the soil with a watering can.

Throughout the summer, the garden is a focal point of the curriculum. Each day, they take turns watering the garden. They also gather leftover scraps of food from lunch and snack to add to the compost pile. They discuss how the earth reuses its own resources to make new plants. They study the weather forecast in the newspaper and talk about how the garden will be affected by rain, wind, or hot weather. Once a week, the children monitor the garden's growth and plot the changes on a chart on the classroom wall.

As summer draws to an end, Bridget and the children spend an afternoon harvesting the garden. They enjoy digging potatoes and carrots out of the dirt and picking pea pods off the plants. The next day, they have a "harvest party." Bridget cuts up the carrots, and the children shell the peas. They sit down and enjoy eating the fresh vegetables for their afternoon snack, as they talk about their garden. They feel a great sense of accomplishment when they look at the garden chart and see how far they have come since May. One child remarks, "I can't believe this big carrot came from those tiny seeds!"

Social Studies Guideline 5:
Recognition of Diversity

Young children begin to notice and react to similarities and differences (such as appearance, gender, and behavior) between themselves and others. With appropriate guidance, they are able to experience empathy for other people.

You may see the child begin to:

- recognize differences between people of different cultures, backgrounds, and abilities.
- realize that other children are more alike than different.
- realize they can be friends with people who are different.
- identify gender differences.
- ask questions about physical differences.
- notice that people from different places speak differently.
- think about older people and how they differ from children.
- enjoy poems, books, stories, and songs about a variety of people and cultures.

A child can be supported by an adult who:

- gives the child opportunities to interact with many different children to build interpersonal skills (taking turns, treating others equally, establishing friendships).
- models caring and kindness for all people and treats others with respect and fairness.
- provides the child with accurate and compassionate information to help the child develop respect for the differences of others.
- provides opportunities to discuss the child's own physical changes (creates a height graph).
- provides opportunities for the child to engage in non-stereotypic activities.
- provides art materials, books, photos, and dramatic-play props that celebrate diverse cultures.
- appreciates the values, beliefs, and background experiences of the child and the child's family.
- incorporates many different cultural practices into holiday celebrations.

Scenario: *Visit to the Local Rest Home*

On Valentine's Day, Bob takes his Head Start class to visit a local rest home and pass out valentines. Some of the children are shy about approaching the residents because they look and act differently than people they are accustomed to. When the children get back to the classroom, Bob leads a discussion about the experience. They talk about the aging process and why many of the residents are in wheelchairs. Bob explains that many people have physical and developmental differences, not just elderly people. The children discuss what it would be like to have a disability, and they talk about their own abilities. They decide that they would like to visit the rest home again in the future.

Social Studies Guideline 6:
Community Awareness

Young children began to understand the basic principles of community function, including work roles and the importance of money for purchasing. They see how their family interacts with the community to receive needed goods and services.

You may see the child begin to:

- play the role of different family members through dramatic play.
- recognize similarities and differences between his/her family and friends' families.
- develop peer interactions by helping, sharing and cooperating.
- role-play various jobs within the community through dramatic play.
- explore various gender roles through dramatic play (dressing as the opposite sex).
- play "store" or "restaurant" with play money.
- talk about what he/she wants to be when he/she grows up.
- be aware that adults have various household jobs contributing to the overall function of the household.
- want to help with household chores.

A child can be supported by an adult who:

- displays family bulletin boards, photos, and books that focus on roles within the community.
- provides experiences with various community workers (field trip to the post office, dentist visits the classroom).
- provides a variety of dramatic play opportunities to explore various jobs, identities, etc.
- exposes children to a variety of media (books, pictures, posters, etc.) displaying various roles as mothers, doctors, brothers, helpers, etc.
- provides opportunities for children to share in various roles contributing to the function of the group (setting the table for snack).
- introduces the concept of "chores" by enjoying doing things with the child (allows a child to help do dishes, pretend to mow the lawn, etc.).

Scenario: *Career Choices*

Theresa notices that children have been arguing lately in the dramatic play area about which people do which jobs in the community. She decides to focus on career choices at her child care center, making sure to demonstrate how different jobs are done by a variety of people. She posts pictures in the dramatic play area and offers books in the reading area which reflect diversity in careers. She finds parent volunteers who are willing to come and talk to the children about their jobs. Once a week, someone new comes and speaks to the class. They visit with a female firefighter, a male nurse, an

American Indian lawyer, a stay-at-home dad, and a teacher with physical disabilities. After each guest, the class discusses the presentation and what it would be like to have that type of career. Theresa asks the children what they would like to have as a career when they grow up, and why. The children discuss many different career types and how each is important to the community. They work through their new knowledge through art projects, discussion, and, of course, dramatic play. Theresa notices that the role playing has become more open and less contentious.

Resource Directory

National Resources

- **National Association for the Education of Young Children (NAEYC)**
  www.naeyc.org
  Phone: (800) 424-2460

- **National Association for Family Child Care (NAFCC)**
  www.nafcc.org
  Phone: (801) 269-9338

- **National Child Care Information Center (NCCIC)**
  www.nccic.org
  Phone: (800) 616-2242

- **Zero to Three**
  www.zerotothree.org
  Phone: (202) 638-1144

Montana Resources

- **Child Care plus+ The Center on Inclusion in Early Childhood**
  www.ccplus.org
  Phone: (800) 235-4122

- **Department of Public Health & Human Services / Early Childhood Services Bureau**
  www.dphhs.state.mt.us
  Phone: (866) 239-0548

- **Healthy Child Care Montana**
  Email: **meyers@ho.missoula.mt.us**
  Phone: (406) 258-4291

- **Parents, Let's Unite for Kids (PLUK)**
  www.pluk.org
  Phone: (800) 222-7585

- **Montana Early Childhood Project (ECP)**
  www.montana.edu/ecp
  Phone: (800) 213-6310

- **Montana Association for the Education of Young Children (MtAEYC)**
  www.mtaeyc.org
  Phone: (406) 549-9874

- **Montana Head Start Association**
  www.headstartmt.org
  Phone: (406) 449-6265

- **Montana Office of Public Instruction (OPI)**
  www.opi.state.mt.us
  Phone: (888) 231-9393

- **Montana Parent Information and Resource Center (MPIRC)**
  www.montanapirc.org
  Phone: (800) 914-1927

- **Montana Resource and Referral Network**
  www.montanachildcare.com
  Phone: (866) 750-7101

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Frank Porter Graham, Child Development Center http://www.fpg.unc.edu

High/Scope Educational Research Foundation http://www.highscope.org/

The Love and Logic Institute http://www.loveandlogic.com

PBS *The Whole Child:* Merrill/Prentice Hall http://www.pbs.org/wholechild/providers/index.html

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Timeline

April 2002: *Good Start, Grow Smart*, the early childhood portion of the Bush Administration's No Child Left Behind educational reform act, is released.

December 2002*:* The *Good Start, Grow Smart* mandate for the development of Early Learning Guidelines is announced at a meeting of the Montana Early Childhood Advisory Council (MECAC). MECAC consists of representatives from a variety of backgrounds throughout the state, and provides guidance and recommendations to the Montana Department of Public Health and Human Services (DPHHS) in all areas of early childhood services.

January 2003*:* A Task Force of representatives from Child Care Resource & Referral (CCR&R), Early Care and Education Career Development, Early Childhood Services Bureau (ECSB), Head Start, Higher Education, Inclusion/Special Education, Office of Public Instruction (OPI), and Temporary Assistance to Needy Families (TANF) begins a series of conference calls to craft a process for the creation of Early Learning Guidelines.

March 2003*:* A draft of Guiding Principles is presented to the Montana Early Childhood Advisory Council, along with a history of the Early Learning Guidelines and the anticipated process for their future development and dissemination. Comment is solicited both at this meeting, and through a feedback mechanism that each MECAC representative takes back to his or her constituent group. Feedback is collected and the Guiding Principles are revised accordingly.

April 2003*:* A working group consisting of representatives from key stakeholder groups is convened to develop a draft of Early Learning Guidelines based upon these Guiding Principles. During a two-day, intensive retreat, participants create guidelines about what children should know, understand, and be able to do when they enter kindergarten.

June 2003*:* The six Curriculum Area groups (Creative Arts, Language and Literacy, Mathematics and Numeracy, Physical Development and Health, Science, and Social Studies and Social-Emotional Development) from the working retreat submit their drafts to be compiled into one document.

July 2003*:* The Montana State Plan is submitted by the Early Childhood Services Bureau, which includes plans for the development of Early Learning Guidelines.

August 2003*:* The Early Childhood Services Bureau sets aside funding for the further development and distribution of *Montana's Early Learning Guidelines*.

September 2003*:* The Task Force and Curriculum Area Group Facilitators meet to review the first compiled draft of *Montana's Early Learning Guidelines*. Key issues are resolved, including the split of Social Studies and Social-Emotional Development into two Curriculum Areas. Participants submit their revisions by the end of the month, and other necessary document pieces, such as the introduction to the document, are created.

October 2003*: Montana's Early Learning Guidelines* Draft is published and made available to the public. The document is distributed at the State Early Childhood Conference and is available on the web. Feedback is requested.

***November – December 2003**:* Facilitated regional meetings are conducted throughout the state of Montana. Stakeholders are invited to learn about the Early Learning Guidelines and offer feedback. A new draft is created based on feedback received.

***January 2004**:* The second draft of Early Learning Guidelines enters into a pilot phase. A variety of early learning settings are chosen to utilize the Early Learning Guidelines in practice and give feedback as to their relevance and ease of use.

***May 2004**:* Early Learning Guidelines content is integrated into the revised version of the Montana Early Care and Education Knowledge Base to further professional and career development around the curriculum areas of the Guidelines.

***Summer 2004**: Montana's Early Learning Guidelines* are revised according to feedback from pilot participants. A final document is produced and disseminated. Training is planned to support the introduction of Guidelines into the field of early care and education in Montana.

***In the Future**: Montana's Early Learning Guidelines* Task Force has set forth future goals to expand the purpose and usefulness of the document. These goals include:

- Development of a condensed version of the Guidelines to be distributed widely to parents of young children and entry level early care and education practitioners
- Development of Early Learning Guidelines for young children birth through age three
- Development of training modules aligned with *Montana's Early Learning Guidelines* to enhance early childhood practice
- Review and revise the document in 2009